



1931

## Stammerers and their social adjustment as shown by means of eight case studies

Ida C. Green  
*University of the Pacific*

Follow this and additional works at: [https://scholarlycommons.pacific.edu/uop\\_etds](https://scholarlycommons.pacific.edu/uop_etds)



Part of the [Education Commons](#)

---

### Recommended Citation

Green, Ida C.. (1931). *Stammerers and their social adjustment as shown by means of eight case studies*.  
University of the Pacific, Thesis. [https://scholarlycommons.pacific.edu/uop\\_etds/908](https://scholarlycommons.pacific.edu/uop_etds/908)

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact [mgebney@pacific.edu](mailto:mgebney@pacific.edu).

STAMMERERS  
AND  
THEIR  
SOCIAL ADJUSTMENT  
AS  
SHOWN  
BY  
MEANS OF  
EIGHT CASE STUDIES

By

Ida C. Green

June 5, 1931

A Thesis  
Submitted to the Department of Education  
College of the Pacific

---

In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

---

APPROVED:

*G.R. Pease*

Head of the Department

DEPOSITED IN THE COLLEGE LIBRARY:

*Harriet E. Boss*

Librarian

DATED:

### Acknowledgement

I am deeply indebted to Miss Willian Hinsdale, chairman of the committee, for her many valuable suggestions and constructive criticism; to Dr. Glenn R. Pease, (a second member of the committee), of the department of psychology, for terminology and suggestions in the psychological field; to Dr. J. W. Harris, (the third member of the committee from the College of Pacific), for his careful supervision of the progress of this piece of work, for his unfailing encouragement, and readiness to assist at all times; to Dr. J. O. McLaughlin of Stockton High School for the privilege of adapting the plan of the questionnaire used in this thesis; and to Mrs. Mabel F. Gifford, Chief of the Bureau of Speech Correction of the State of California, for the privilege of adapting the plan of therapy used in speech correction.

I. C. G.



## CONTENTS

Chapter	Page
I. The Problem and Definition of Terms.....	1
II. Approach and Outlines of Procedures.....	6
III. Subjects.....	11
IV. Historical Survey.....	12
V. Discussion of Method of Procedures.....	64
VI. Case Studies of Subjects.....	107
Subject I (Claude Grégory).....	107
Subject II (Florence Dodge).....	122
Subject III (Harriet Branch).....	133
Subject IV (Bert Hewlitt).....	143
Subject V (Isabel Atwood).....	154
Subject VI (George Clark).....	165
Subject VII (Arnold Ingram).....	173
Subject VIII (Earl Evans).....	181
VII. Resume, Summaries of Case Studies and Conclusions..	194
VIII. Appendices Containing Questionnaires.....	207
Appendix I (Subject I).....	207
Appendix II (Subject II).....	226
Appendix III (Subject III).....	247
Appendix IV (Subject IV).....	267
Appendix V (Subject V).....	286
Appendix VI (Subject VI).....	305
Appendix VII (Subject VII).....	325
Appendix VIII (Subject VIII).....	345
IX. Bibliography.....	364

## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### The Problem

The purpose of this study was to observe intensively, by means of complete case-histories, the general and specific conditions, past and present, causing a lack of social adjustment in eight stammerers. The subjects were stammerers from the Stockton High School who showed by examination that they were socially maladjusted.

The study aimed to discover whether traits and abilities present in the stammerers, as represented by their interests and achievements, contributed to their lack of social adjustment; and whether, by a process of reeducation in the light of their history and present condition, their social adjustment could be made.

Assuming oral stammering to be a symptom which indicates the individual unable to make adjustment to the group because of some emotional attitudes or conflicts, a further aim was to help the subjects of this study to improve their speech with the hope that they would thereby be able to make a more satisfactory social adjustment.

## USE OF TERMS DEFINED

Abilities. Qualities or states of being able; powers to perform, whether physical, moral, intellectual; something to be done and the power to do it.

Adolescence. The period during which the child changes into an adult.

Ambidexterity. Equal facility in using both hands.

Attitude. A mental disposition resulting largely from conditioning or experience and predominantly cognitive or intellectual rather than emotional in nature; an example would be the average person's attitude toward politics.

Blocking. Process whereby an uncomfortable mental formation (desire, idea, memory) is dissociated.

Case Study. All available evidence--social, psychological, physiological, biographical, environmental, vocational--about a single individual which seems to explain him.

Character. 1 - Any mark by which individuals or groups may be known to differ; 2 - Collective term for all the mental or behavior traits of a person.

Compensation. See compensatory reactions.

Compensatory reactions. Any activity which is motivated, at least in part, by feelings of inferiority or fear of failure.

Conation. The motivating force or principle in mental activity; urges, drives, or tendencies.

Conditioning. The phenomenon of an inadequate stimulus becoming adequate for the arousal of a given tendency (reaction).

Constructive imagination. The process is guided by intent.

Dextral. Right-handed.

Dextro-sinistrals. Congenitally left-handed persons who write with their right hand.

Diagnosis. A decision as to the nature of a diseased condition.

Dominance. Controlling the action or attitude of another.

Drive. The energy or motivating force back of the individual's activity.

Environment. All the external circumstances capable of influencing an organism.

Extrovert. One who reacts to emotional difficulty by excessive activity, in contrast to introvert.

Eye-minded. Tending to apprehend ideas better when they are presented to the eye.

Handedness. Preferential use of the right or left hand.

Inferiority complex. A feeling that one is not so good nor so capable as others; a feeling of unworthiness, usually having its origin in some slight inferiority or difficulty of some sort.

Introvert. One who withdraws into himself and away from reality in times of emotional stress.

I. Q. Intelligence quotient; the percent which a child's mental age is of his chronological age.

Mannerisms. Habitual automatic oddities in speech, attitude or general behavior.

Mechanism. Any definite relationship of parts through or by

which energy may manifest itself.

Mental adjustment. Personality adjustment largely on the emotional side; a phase of mental hygiene.

Mental hygiene. Science and art of developing and preserving mental health.

Objective study. Opposed to subjective; depends on individual judgment or accuracy; open to observation by a competent person; limits itself to data which can be seen directly or indirectly through graphic records etc.

Oral. Pertaining to the mouth; speaking, or the spoken word.

Organic. Bodily as compared to mental.

Personality. Quality or state of being a person rather than a thing.

Psychological reeducation. Deals with all phases of mental life.

Relaxation. 1 - Lengthening of muscle fibers after a period of relative contraction. 2 - General easing up or lowering of "mental tension"; reduction of the tendency to too-quick or too explosive types of response.

Sinistral. Left-handed.

Social adjustment. The adjustment of an individual in his group relations to the interactions of two or more persons or the influence of one upon the other.

Stammerer. One who speaks spasmodically; there may be outward or inward manifestations; impediment which interrupts the even flow of speech.

Stutterer. (See stammerer--terms used synonymously).

Subjective study. That study relating to a single subject or person; that which is personal and individual.

Tic. A more or less persistent involuntary contraction of a muscle or group of muscles.

Traits. Distinguishing features or qualities of the mind or character, or of anything produced by them.

Vocation. One's chief employment.<sup>1</sup>

<sup>1</sup> Most of the terms defined were taken from Horace B. English's A Student Dictionary of Psychological Terms.

## CHAPTER II

### APPROACH AND OUTLINES OF PROCEDURES

#### Approach

The approach to this problem was, for the most part, subjective. The only objective parts of the study included an Attitude Analysis,<sup>1</sup> and an Intelligence Test.<sup>2</sup> The remaining study of eight stammerers dealt with material gathered in the following ways, designated to show both past and present conditions:

1. A class conducted one-half hour twice a week.
2. Private conferences, during which most of the data sheets were completed, and personal items gathered.
3. Home reference blanks filled in by parents or guardian.
4. Visits to the home.
5. Report of grammar school work wherever it were possible.
6. High school scholarship grades, and opinions from teachers in regard to the stammerer's progress

<sup>1</sup> Robert G. Bernreuter, Attitude Analysis Blank, Stanford University Press, 1930.

<sup>2</sup> Terman, Group Intelligence Test, World Book Company, 1928.

7. Visits to classes attended by the stam-  
merer.
8. Reports from employers wherever it were  
possible.



## Outlines of Procedure

### Method of Procedure in Reeducation

#### I. Phases of treatment.

##### A. Physical hygiene

1. Discussion of health topics
  - a. Food
  - b. Sleep
  - c. Play
  - d. Muscular development
2. Administration of aid in the overcoming of possible disabilities in health and speech.
  - a. Relaxation exercises
  - b. Breathing exercises

##### B. Mental hygiene

1. Discussion of topics
  - a. Fear
  - b. Hunger
  - c. Rage
  - d. Compensation
2. Administration of activity program based on special abilities of pupils.
  - a. Dramatics
  - b. Club activities
  - c. Newspaper
3. Administration of aid in overcoming maladjustment in attitudes and interests.
  - a. Relaxation exercises

- b. Explanation of the satisfactory manner of meeting a situation
  - c. Understanding of how to overcome self-consciousness
  - d. Attendance of numerous social functions
4. Reeducation of idea association toward speech was built by:
- a. Establishment of the fluency image by:
    - (1) Demonstration and practice in normal control of the speech mechanism
    - (2) Substitution of visualization of situations for speech consciousness.
  - b. Assignment and direction of exercises for thought control<sup>1</sup>

<sup>1</sup> For practical application of the phases of treatment, the reader may be interested in the Verbatim Accounts of Lessons given in Chapter V.

### Method of Procedure in Case-Studies

- I. A questionnaire was submitted to the subject and his parents or guardian concerning the following items:
  - A. Home and family
  - B. Physical condition
  - C. Attitude toward school subjects
  - D. Reading interests
  - E. Vocation
- II. Data was obtained from class work, individual conferences, home visits, and other sources pertaining to the following points:
  - A. Inheritance
  - B. Environment
  - C. Interests
  - D. Attitudes
  - E. Abilities
  - F. Disabilities
- III. The case-studies were written according to the following divisions:
  - A. The Subject
  - B. The Family
  - C. The Subject's History
  - D. History of Subject's Stammering Condition
  - E. Latest Study of the Subject

## CHAPTER III

## Subjects

Eight subjects for this study were chosen from among the student-body of Stockton High School.

At the request of the head of the English department, the English teachers made a survey of their classes in order to report all cases of students having a speech defect. This was done merely by observation, and by teachers with no special training for the work. Out of 1425 students listed, 95 or .066% were reported as having a speech defect. Of this number, 10 or .105% were stammerers. It is with eight of these cases that this research deals.

It was particularly necessary to receive the parents' co-operation in this study. It may have been the parents who were the greatest influence on the child's progress in society, both in the matter of the heritage transmitted and their influence on him as a factor in his social environment.

The selected students, were made to feel responsibility for their own progress, and that it was an honor to have the opportunity to join the group.

In order to disguise the subjects used in this study, the following assumed names have been used: Subject I, - Claude Gregory; Subject II, Florence Dodge; Subject III, Harriet Branch; Subject IV, Bert Hewlitt; Subject V, Isabel Atwood; Subject VI, George Clark; Subject VII, Arnold Ingram; Subject VIII, Earl Evans.

## CHAPTER IV

### HISTORICAL SURVEY

#### Types of Therapy Previously Used

It is generally recognized that the various theories expounded in the past were unscientific. For many years the causes of nervous speech disorders were confused with articulatory defects, such as lisping or infantile speech. Even now phonetic drills are often given to correct nervous speech disorders. Certain speech instructors dismiss the whole problem by calling it a bad habit.

Many causes and treatments have been suggested since the time of Moses who was "slow of speech." Stammering was attributed to any number of mechanical causes among them "the unsoundness" of the muscles of the speech organs; weakness of the soft palate, uvula, root of the tongue, or abnormal formations of the tongue or malformations of the tonsils and uvula, incorrect breathing, spasms of the articulatory organs as well as of muscles connected with the breathing and voice production. Gradually from a purely physiological cause of the organs themselves, the defect was laid to the central nervous system. Finally, it became known as a psycho-neurosis; and some students consider it purely a psychic ailment, in the center of which stands the dread of speaking.

Naturally, cures were attempted for all these supposed causes--change of climate, change of diet, avoidance of alcoholic drinks, diets,

and drugs. Operations had their vogue, particularly the cutting of the root of the tongue; but frequent deaths resulting from this operation caused it to be abandoned. Electricity was tried in addition to certain medicines and cool demibaths to attack abnormal innervation which was considered the cause of the trouble.

Pedagogical methods aiming by means of instruction and exercises to recover control over the organs of speech, were instituted. These were time-beating methods, vocal exercises, reading exercises, breathing and intonation. All these proved unsatisfactory.<sup>1</sup>

As Dr. Walter B. Swift of Chicago has stated,

"All methods have cures and relapses. It is my opinion that different methods have different percentages of cures; and that any method makes some cures, if the method is applied long enough."<sup>2</sup>

The following research shows that the recent experimental studies on the causes and treatments of stammering have been.

#### Recent Research

In spite of the difficulty in the way of securing accurate surveys, a considerable amount of information can be obtained from a study of the results of those that have been made. As more recent research appears to have begun

<sup>1</sup> M. F. Gifford, "A Consideration of Some of the Psychological Causes and Treatment of Stammering," Report A.S.S.D.S., 1930, A Symposium on Stammering, 75.

<sup>2</sup> W. B. Swift, "What Visualization Is the Best Method for Stammering," Report A.S.S.D.S., 1930, A Symposium on Stammering, 83.

about 1912, the material which follows has been chronologically arranged, dating from that year. On the whole, the results show a fair degree of consistency, and are worthy of notice as giving at least some conception of the magnitude of the problem to be dealt with.

Stammerers Not Mentally Inferior One of the earliest surveys in this country was made by Conradi at Tallahassee, Florida. His study embraced Kansas City, Milwaukee, Cleveland, Louisville, Albany, and Springfield. There were in the schools of these cities 87,440 children. He found that 2.46% of these suffered from some form of speech defect. Of the total school population .87% were stutterers.<sup>1</sup> He found that in every grade the average age of the stammerer is higher than of the normal speaking child. He believes that the stammering children are behind, not because they are mentally deficient in any way, but because of the neglect of their teachers, or because of their own sensitiveness to their trouble and feeling of inferiority.<sup>2</sup>

One of First Experiments in Handedness In the same year Ballard in Cheswick, England made one of the first experiments in "handedness." Of the 13,189 children reported, 12,644 were dextrals (right-handed), 545 were sinistrals (left-handed), 399 were dextro-sinistrals (congen-

<sup>1</sup> J. M. Fletcher, The Problem of Stuttering, 54.

<sup>2</sup> E. Conradi, Speech Defects and Intellectual Progress, 1912, 35 - 38.

itally left-handed persons who write with their right hand). Of this number 177 were stutterers. Over 4% were sinistrals and about 3% were dextro-sinistrals. It was found that stuttering was about four times as frequent among dextro-sinistrals as among the rest of the children. In those cases where no serious attempts had been made to change the skilful hand, not a single case of stuttering appeared. "Ballard cites a case of a naturally left-handed child who began to stutter after having been required to write with her left hand. For two years she was allowed to use her left hand in writing, and stuttering disappeared. Practice again with her right hand induced hesitancy and slight stuttering. The author concludes that there is some connection between handedness and the motor mechanism of speech, so that a disturbance of the former gives rise to the latter. From an examination of scholastic records of 43 pure sinistrals and 187 dextro-sinistrals, Ballard believes that there is a slight deterioration both in lingual and general ability, resulting from attempts to make sinistrals ambidexterous."<sup>1</sup> Stutterers as a group were found to be above rather than below the average in general ability. A further discussion of handedness will be given when the contribution of Lee Travis in 1928 is shown.

<sup>1</sup> P. B. Ballard, Sinistrality in Speech, 1912, 298 - 310.



Heredity Held Responsible for Cortical Speech Mech-

anism In a study of 1000 cases (1914) of stammering, Dr. G. Hudson Mauken (whose contributions to the study of laryngology were so outstanding) found that the occurrence of the affection is most frequent between the ages of two and five years, and during puberty. Of the number of stammerers he studied, 75% were males. He estimated that 85% were of average mentality or above, 14% were slightly below average; and one percent were feeble-minded. The general health of the group was somewhat below normal due possibly to faulty breathing during attempts at speech. There were 39% who had or have relatives who stutter. Mauken thought that heredity must be held responsible for the cortical speech mechanism which sooner or later gives rise to stuttering. Thirty-two percent admitted of associating with stutterers in their own family; 28% began to stutter following a shock, fall or fright; 26% had faulty vision due to faulty accommodation; 26% had faulty hearing; and 97% had nose and throat complaints.<sup>1</sup>

Visual Central Asthenia In 1915 W. B. Swift of Chicago brought forth a theory which he called a "new finding." "Psychological analysis," said he, "shows stuttering is an absent or weak visualization at the time of speech. This new concept of stuttering as faulty visuali-

<sup>1</sup> G. H. Mauken, A Study of 1000 Cases of Stammering with Special Reference to the Etiology and Treatment of the Affection, 1915, 385 - 390.

zation may be called Visual Central Asthenia. This lack or weakness in visualization accounts for all the numerous phenomena of stuttering in severe, medium, or mild cases."<sup>1</sup> The method by which Swift secured the data on which he based his conclusions may be described as follows: He made a study of twenty stutterers. He asked them to answer a question and repeat a sentence after him. The question and sentence were, "Where do you live?" and "The dog ran across the street." After answering and repeating, he asked the subject to "state whether there was any lasting picture in the content of consciousness, and how long it lasted; also whether that was detailed, intense or weak." Some visualized slightly, ten had no visualization, two visualized clearly, but "the picture vanished when they were speaking." Others having treatment visualized. When visualization was present, stuttering was absent, and conversely. The conclusion reached was that "stuttering is an indication of absence or weak visualization which may be termed Visual Center Asthenia."<sup>2</sup>

Verbal Imagery According to Fletcher,<sup>3</sup> the first advocate of the theory of Verbal Imagery was C. S. Bluemel.

<sup>1</sup> W. B. Swift, "The Mental Imagery of Stutterers." Journal Abnormal Psychology, Apr. - May 1917.

<sup>2</sup> Lee E. Travis, Recent Research in Speech Pathology, 1930, 280.

<sup>3</sup> J. M. Fletcher, The Problem of Stuttering, 111.

With Dr. Swift on his theory of Visual Center Asthenia, Bluemel was a co-worker. Of his own psychology of speech, Bluemel has said, "The verbal image is paramount in determining the nature of the words expressed; hence if no clear-cut verbal image is in the mind, no word can be orally produced. It is no more possible for the speech-organs to produce a word that is not clearly expressed in verbal imagery than it is possible for a gramophone to produce words that are not present on the record. The gramophone reproduces words as they are spoken into it; the speech organs reproduce words as they are dictated by the verbal imagery. The verbal imagery is absolute."<sup>1</sup> "The experimental data upon which Bluemel appears to have based his theory seem to have been derived from the use of the questionnaire method. He made out a list of 39 questions such as are common to investigations of this sort, upon the answers to which he proposed to judge the quality of imagery characteristic of the stutterer thus diagnosed. He said that 'in every case, the replies bore out the statements already made-----concerning the various paradoxes of stammering,' Bluemel gave no tabulation nor submitted no answers received from his subjects."<sup>2</sup>

<sup>1</sup> C. S. Bluemel, Stammering and Cognate Defects of Speech, I, 187.

<sup>2</sup> J. M. Fletcher, The Problem of Stuttering, 112.

A Speech Defect As a Psycho-neurosis The year 1916 brought forth several worth while experimental studies in stammering. Smiley Blanton of Vassar College made an examination of 4,862 children ranging in age from four to eighteen years, and found that 5.69% had speech defects; of this percentage .72% were stutterers. The proportion of males to females was in the ratio of three to five. He also ascertained that "the number of defectives is greatest in the first grade, and gradually diminishes until, when the eighth grade is reached, they have practically disappeared."<sup>1</sup> Blanton continues, "Stuttering, which includes stammering, was designated to be a speech defect that can be defined as a psycho-neurosis, of which the most obvious signs are continuous or interrupted spasms of the organs of respiration, phonation or articulation. The mind is usually dominated by the symptoms or by the emotion of fear."

Survey of St. Louis Schools Wallin in 1916 in a questionnaire survey of 89,057 pupils enrolled in St. Louis schools found 2.8% of the total enrollment had speech defects. Seven percent of these were stutterers; 2.8 per cent of all the pupils were left-handed; 4.9% of the speech defectives were left-handed; 9.9% of speech defectives were or had been left-handed. Two percent of

<sup>1</sup> S. A. Blanton, "Survey of Speech Defects," Journal Educational Psychology, 1916, VII, 580 - 592.

all the pupils enrolled were dextro-sinistrals, 9.4% of whom had speech defects. Only 6.8% of the total number of speech defectives were dextro-sinistrals. "Wallin concludes from these figures that the vast majority of our left-handed pupils who had been taught to write with their right hand had not developed any speech defects; 27 children began to stutter before they were given any instruction in writing in school. Wallin reasons from this that training the left-handed child to write with the right hand does not produce stammering."<sup>1</sup> In regard to the onset of speech defects, Wallin found that stuttering began before the age of six in 51.5% of cases; between the ages of six to ten in 9.5% of the cases; and after the age of ten in 2.2% of the cases. The average retardation of speech defectives was found to be one year.<sup>2</sup>

Shifting in Dexterity May Cause Stammering Another research on handedness brought from Claiborne and others in 1917 "that in the attempt to produce right-handedness in purely left-handed children, stuttering may be produced in the transition stage." Claiborne also suggests that "the shifting in dexterity produces contention between the two cerebral hemispheres which causes the lack of proper coordin-

<sup>1</sup> Lee E. Travis, Recent Research in Speech Pathology, 277.

<sup>2</sup> John M. Fletcher, The Problem of Stuttering, 81. (Reviews Wallin's Work in St. Louis Schools.)

ation of the speech muscles."<sup>1</sup>

No Peculiarity of Imagery in Stammerers During the same year, J. M. Fletcher by using methods in common vogue in psychology found the following: (1) there is no permanent peculiarity of imagery to distinguish stutterers from normals; (2) no pure imagery type was found; each individual employing different types in the thought processes with a preponderance of visualization, and (3) when the stutterer was to react by speaking, he had a tendency to lose not only visual but all other kinds of imagery immediately before speaking. When asked to react by writing, detailed and uncertain instances showing vivid imagery was reported.<sup>2</sup>

Balance Between Emotional and Intellectual Processes  
Dr. J. S. Greene of the National Hospital for Speech Disorders in New York City is seemingly making creditable efforts to treat stutterers in his institution. Leading up to one of the principles used by him in the treatment of stuttering he says, "All cleft palate cases suffer from amusia. They all demonstrate one definite form of amusia, that of tone deafness. Defects in the musical and speech faculties may coexist independently of each other. The independent occurrence of disturbances in their musical faulty points to the existence of a separate center pre-

<sup>1</sup> J. H. Claiborne, "Stuttering Relieved by Reversal of Manual Dexterity," New York Medical Journal, 1917, 577 - 581, 619 - 621.

<sup>2</sup> J. M. Fletcher, "The Mental Imagery of Stutterers," Journal Abnormal Psychology, 1917, XII, 34 - 43.

siding over the musical memory."<sup>1</sup> The facts upon which these striking conclusions were based were not presented. Concerning what he undertakes to accomplish with his patients, Dr. Greene continues in the same article to say, "Of a necessity they must be given a personality that is able to face the reality of facts. They are given the ability to surmount their distorted imaginations and emotionalism, and view things in the light of cold reasoning. A standard balance between emotional and intellectual processes is established." The method Dr. Greene has used shows that it is essentially educational in character: "The backbone of our treatment at the hospital is based on two broad principles: (1) to fit men to live agreeably in their environment, (2) to enable them to live lives that are useful and helpful. In order to attain that objective, psychological, educational, social, and human character treatment must be carried out, and on account of the great number of patients that we have daily, I have instituted group analytical reconstruction treatment, if it can be termed that."<sup>2</sup> From Dr. Greene's recently published book on The Cause and Cure of Speech Disorders, considerably less than one third of which is devoted to the subject of stammering, an abbreviated outline of his treat-

<sup>1</sup> J. S. Greene, Boston Medical and Surgical Journal, July 12, 1923, 57.

<sup>2</sup> J. M. Fletcher, The Problem of Stuttering, 11.

ment is taken:

(1) Patient begins treatment; (2) Learns stuttering is symptom of other conditions; (3) Learns how to operate his physical machine; (4) Reduces incoordinations; (5) Eliminates some fear; (6) Symptoms of fear disappear; (7) Better speech, more confidence; (8) Eliminates some other neuropathic symptoms; (9) Acquires ability to adjust to conditions; (10) Qualifies and takes his place in the world as any well-balanced individual."<sup>1</sup>

Stuttering Devil The tendency to center attention on a single aspect of stuttering, which we have noticed to be characteristic of all stages of the investigation of the subject, has persisted up to the present time, when diagnosis is almost wholly concerned with mental factors. H. A. Aikins' writing under the caption, Casting Out the Stuttering Devil illustrates his point of view.<sup>2</sup> Aikens' case was Jake, an ambitious Jewish boy who began in high school to stammer very badly. As a psychoanalyst, Dr. Aikens was summoned by the teacher to see what could be done. Repeated interviews were held with Jake, and after much prodding, he was induced to reminisce about his stuttering. After the questioner had asked him if he felt alone in the state of mind, (which Jake expressed as "a kind of agitated blank" feeling) or if "someone were with him", the examiner placed his watch to his patient's ear "to help overcome the influence of ordinary present-day interests

<sup>1</sup> J. M. Fletcher, The Problem of Stuttering, 14 - 15.

<sup>2</sup> Journal Abnormal Psychology and Social Psychology, XVIII, 1923, 137 - 152.



and make it easier for old, dissociated thoughts and feelings to return," the villain in the case made his appearance, namely, the "Stuttering Devil." Jake had been told, by his mother, many stories about the devil. Jake soon became able to shut his eyes and envisage the picture of the devil and himself engaged in a fight. Many vivid encounters were minutely described by the patient; although Jake eventually admitted the devil was "not real," and "that he was a dog gone coward." After two years, the subject reported that he had "no more dreams of demons," and as to his stuttering he said, "After our last talk, I thought with myself: 'That thing is there, and it is up to me to get rid of it. So I just literally threw it away. Sometimes when I get excited or nervous I get blocked; but when I am calm, I can actually rattle off words like a steam engine.'"<sup>1</sup> Now to set forth Aikens' theory of stuttering we quote:

Stutterers are the victims of emotional habits, which can be corrected like any other habits if one can only trace them to their source and break them up from within. If a child has rushed through a dark lane, scared out of its wits, two things will happen in the future: he will shy away from the lane, especially in the dark; and if something starts him into it he will rush through it in the same headlong way as he did before. A horse would do the same. It is a simple matter of emotional habit which is at the root of all the phenomena that Freudians describe in terms of "unconscious ideas," "buried emotions," and "complexes." And the way to break up

<sup>1</sup> J. M. Fletcher, The Problem of Stuttering, 137 - 141.

the habit is to gain the child's confidence and go through the lane a few times with him, encouraging him to stop and examine each spooky object, until nameless fear gives way to confident knowledge and "the place of dragons, where each lay" has become such a familiar and commonplace land that it is quite impossible to rush blindly through it again. This is breaking up the habit from within,--a very different matter from sitting somewhere in the light and telling the child that it is absurd<sup>1</sup> to be afraid. He knows that already.

Dr. Lee Edward Travis, professor at the University of Iowa, and Director of the Speech Clinic, is contributing many valuable experiments and pieces of research in the field of Stammering. BrynBryngelson, now Director of the Speech Correction Clinic at the University of Minnesota, and Milton Metfessel, now Chairman of the department of Psychology at the University of Southern California, have worked with Dr. Travis along the lines of Cerebral Dominance and Handedness. The research done at Iowa will be investigated first.

Mirror Writing Travis reported an instance of the recurrence of stuttering following a shift from normal to mirror writing. At the age of twenty-five years, a subject of superior intelligence and good health came under his supervision. The boy had stammered badly at the age of twelve, but not since. He displayed exceptional ability to produce mirrorscript with the other hand. Dr. Travis advised him to adopt this method of writing. Three days

<sup>1</sup> J. M. Fletcher, The Problem of Stuttering, 141

later, the subject began to stutter, displaying blockings and repetition. "The stuttering continued for a month or until he wrote in the mirror fashion from habit."<sup>1</sup> It was thought that articulate speech and writing of the usual orientation had been associated in one hemisphere. When the patient began to write in mirrored form, a new pattern was brought into action, a pattern of the mirrored reversal of its predecessor which was resident in the other cerebral hemisphere. "The occurrence of stuttering was due to a conflict between the two hemispheres comparable to that which frequently occurs when right-handed writing is forced on a left-handed child."<sup>2</sup>

Phono-Photographic Study of Voice and Speech Previous to this time, Travis had made a photographic study of the stutterer's voice and speech. In a single sustained tone, the stutterer had less pitch fluctuation after an emotional shock than under normal circumstances while the normal had none---. The stutterer had a greater pitch range when speaking in the presence of threatened injury and under mental effect than under conditions of relaxation, while just the opposite was true of the normal. The stutterer took a higher pitch for speaking under conditions of re-

<sup>1</sup> Lee. E. Travis, "Recent Research in Speech Pathology," Psychological Bulletin, XXVI, #5, 1929, 286

<sup>2</sup> Ibid., 287

laxation than the normal.<sup>1</sup>

Stutterer's Speed in Free Association In 1928 Travis reported an influence of social stimulation upon the stutterer's speed in free association. He found that the presence of a co-working group is unfavorable to the speed of the process of free association. Allport had determined earlier that a social situation acts as a stimulus to the normal speaker.<sup>2</sup>

Motor Test for Dysphemia (Stuttering) This study recounts "an attempt to understand more fully the nature of stuttering and its possible effect upon those afflicted with this speech difficulty." The conclusions reached by Dr. Elizabeth McDowell of Columbia University, New York City, after her study of 61 stammerers and 61 non-stammerers "have shown surprising amounts of similarity between the stammerers and the controls."<sup>3</sup> Dr. McDowell found no significant difference between the examined groups in the matter of emotional adjustment. There are plenty of clinical cases of stammerers who give no evidence of any feelings of inferiority or any other any other emo-

<sup>1</sup> Lee E. Travis, "Phono-Photographic Study of the Stutterer's Voice-and speech." Psychological Monograph, 1926, XXXVI, 109-141.

<sup>2</sup> Lee E. Travis, "The Influence of the Group Upon the Stutterer's Speed in Free Association," Journal Abnormal and Social Psychology, 1928, XXIII, 45 - 51.

<sup>3</sup> E. D. McDowell, "Educational and Emotional Adjustments of Stuttering Children," Quarterly Journal Speech Education, XV, 1929, 467 - 479

tional problems separating them from non-stammerers. "In no case did we find any appreciable difference except in accuracy in articulation."<sup>1</sup>

Pathology and the Reeducation of Speech Disorders In speaking of the reeducation of speech disorders, May K. Scripture of the School of Education at New York University claims there is a marked increase in the number of cases of speech defects, notably stuttering, shortly after the beginning of school life. The increasing demands of the public for practical results in a material sense, crowds upon the teacher. The crowded classroom with its mixture of races, the curriculum demands so much ground to be covered, and the atmosphere of constraint and haste develop in both teacher and pupil an attitude of tension and impatience that shows itself often in nervous tones of speech and often engenders defects. We need to let down and take the time to speak slowly and distinctly; thus giving the teacher an opportunity to give carefree attention not only to her own speaking voice—for her tones give the atmosphere to the classroom more than any other single factor—but also to those of the pupils.

The reeducation of speech tests and trains knowledge, thinking power, and language power. But beyond all of

<sup>1</sup> E. D. McDowell, "Some Interpretations of Recent Researches In the Correction of Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 110.

these it trains personal qualities of confidence, poise, courtesy, self-control, emotional adjustment, and understanding human nature in a way that cannot be remotely approached in any other part of the educational program.

"Good voice, good utterance, freedom, ease, poise, power, attractiveness in speech are assets whose value cannot be disputed. The lack of them closes many attractive avenues to success and happiness in life--business, professional or social,--for boys and girls every year. Teachers, students, and patients alike should so familiarize themselves with the following Ten Commandments of Speech that proper and correct speech may be assured at all times:<sup>1</sup>

1. Say to yourself, "I have no fear. I know I can speak well."
2. Think before you speak.
3. Always speak quietly and calmly, with all muscles relaxed.
4. Always speak slowly and carefully.
5. Stand and sit quietly and erect when speaking.
6. Before speaking inhale quietly and without straining, with the mouth slightly open.
7. Be very careful of the first two words in each sentence.
8. Always lengthen and strengthen the principal vowels.
9. Be honest with yourself.
10. Do not try to avoid words that you think difficult.

Speech Disorders Dr. Smiley Blanton, professor of Child Study at Vassar College, has said that emotions even

<sup>1</sup> May K. Scripture, "Pathology and Reeducation of Speech Disorders," Quarterly Journal of Speech Education, 1926, XII, 175.

of a slight character will often interfere with the delicate co-ordinations necessary to speech, and cause hesitancy, blocking, or a real stutter. Every person is tied within himself, and is always pathetically trying to express himself to other people. The chief way in which this expression is accomplished is through the extraordinary faculty of speech. It is through speech that we come in contact with other people. People who feel timid, insecure, inadequate, or inferior when they have to meet other people--when they have to meet the group--are likely to hesitate or block, or have a real stutter. The real cause of stuttering can be understood when one remembers that "stuttering is a means of adjustment to the group, a means of expressing the emotional life, and a shortcut to action. Stuttering comes almost entirely within the province of mental hygiene. Since stuttering is an emotional difficulty and sometimes yields to treatment of suggestion, almost any quack will get results in some cases."<sup>1</sup> An example of how a person may be cured by suggestion is that of the little Italian girl in one of the Middle Western schools. When she first entered the speech class, the teacher found she slept with her window down. Upon being told to open the window that night, the little girl obeyed. The next morning the child found she did not stammer. She

<sup>1</sup> Smiley Blanton, "Speech Disorders," National Education Association, 1924, XIII, 740 - 747.

had been "cured."

Stuttering is a symptom which indicates that the individual is unable to make adjustment to the group. We are all trying to adjust ourselves to the group. "When we can do that we are well adjusted. When we cannot, we are unadjusted, unhappy, and sometimes mentally sick. In stuttering, this adjustment to other people through speech is broken down, and instead of normal speech, the speech is inhibited and broken. Stuttering then, is caused by fear, partly conscious and partly subconscious, of meeting the group."<sup>1</sup> The situations that give rise to stuttering vary considerably in different people--in public speech, with parents and not teachers, or vica versa.

"A search into the emotional life of a stuttering child always reveals some of these emotional attitudes and conflicts--timidity, feeling of inferiority, overdependence on the parents, and the feeling of general inadequacy. Often we notice a marked rigidity toward life, an unwillingness to change foods and sleep habits. Again we find an oversuggestibility, a chronic fear of meeting a certain group of people or situations, and a marked sensitiveness. It has been claimed that these emotional difficulties are the result of people or situations, and a marked sensitiveness."<sup>2</sup>

<sup>1</sup> Smiley Blanton, "Speech Disorders," National Education Association, 1924, XIII, 748.

<sup>2</sup> Ibid., 749



It has been claimed that these emotional difficulties are the result of stuttering and have nothing to do with the cause. A study of the personality of stutterers by Blanton reveals that their emotional attitudes are primary, and are the cause of the speech defect. "Stuttering may accentuate emotional attitudes, but does not cause them," states Blanton. "The essential characteristic of the temperament of the stuttering child is a marked sensitiveness to social situations. This sensitiveness is really a great virtue if properly trained and controlled. In my own experience with stammerers, I have come to feel that they have the most pleasing and most delightful personalities of any group with which I have come in contact. Their quick response to social situations, their marked sensitiveness, and their keenness of perception of social relationships give them an insight, and develop a type of personality that is pleasing and appealing."<sup>1</sup>

Dr. Blanton's treatment of stammering cases falls under four heads: (1) physical hygiene, (2) mental hygiene (by which is meant emotional reeducation), (3) relaxation (for muscular coordination), (4) speech training.<sup>2</sup>

Because I Stutter In a recent personal communication with Dr. L. E. Travis, Director of the Psychopathic Hospital, University of Iowa, he stated that his text book on

<sup>1</sup> Smiley Blanton, "Speech Disorders," National Education Association, XIII, 1924, 749 - 752.

<sup>2</sup> Ibid., 752 - 753.

"speech pathology" would be published about June 1931, and advised the writer to get in touch with Wendell Johnson who is working in his laboratory on a research "problem concerned with evaluating the influence of stuttering on personality development." Wendell Johnson is continuing his work which is shown in his recently published book.<sup>1</sup>

Mr. Johnson explained, to the writer, his present problem. His own words are as follows:

As Dr. Travis told you, I am working on a research problem concerned with evaluating the influence of stuttering on personality development. You will observe that from the angle of the usual "psychological" theories of stuttering, I am putting the cart before the horse, since it is usually believed that the shyness, self-consciousness, etc., cause the stuttering, while as far as I can tell these things are results--they are indications of the influence of stuttering on personality development. It is possible to remove or greatly reduce the timidity and other maladjustments that result from stuttering, and the result of this is to make life much more worthwhile for the stutterer I can assure you. But reducing timidity, for example, hardly is a treatment for stuttering as such. It all comes down to this: on an even emotional keel the stutterer has somewhat less difficulty in his speaking than he has when he is in emotional turmoil, and stuttering is a handicap to a far greater extent when the stutterer regards it as such and is emotional about it. But with the most serene disposition almost every stutterer will have speaking difficulty; to cure the stuttering the neurological basis for it must be treated, and this

<sup>1</sup> Wendell Johnson, Because I Stutter, Appleton, 1930

is a long, tedious and somewhat difficult process.

I have found that the autobiography gives a more complete and comprehensive picture of the individual's personality than any number of "objective" test scores ever could. Moreover, the writing of it gives the stutterer a much more thorough and reliable understanding of his own development and present status. Besides, I use an intelligence test, the Woodworth-House Mental Hygiene Inventory, thorough personal interviews, family history forms, clinical speech and neurological examination, and special examinations when they are necessary.

Because of the many facts interesting to the general public as well as the student of stammering, the writer sets forth some of Mr. Johnson's statements found in

#### Because I Stutter:

I am a stutterer, therefore, I must think, act, and live differently. Desire has very little to do with the reflex activity. Abilities are shown as compensations for the inability to express myself in speech. Because I have stuttered, I am a particular kind of person. I tend to hold myself in, because I stutter. (The general opinion is vice versa). Stuttering and fear appear together as distinct responses. The theory that stuttering is a symptom of mental states rests on an extremely rickety foundation. A person who stutters is a stutterer first, last, and always, whether he is speaking or not. With clenched fists I said I did not stutter and determined to talk fluently, but I stuttered just the same. I feigned laughter; I tried to make situations appear funny at all times. Hilarity was a smoke-screen. Writing is a compensation for stuttering. One may present a slip to a storekeeper or write poetry to release the emotional tensivity in life. When my case was studied at Iowa by Dr. L. E. Travis, it was found that my native neural dominance lay in the right hemisphere of

the brain. Neurological disturbance had caused stuttering. By becoming left-handed, I have hoped to reestablish my native dominance in its original intensity, and by so doing to harmonize the functioning of my speech organs. As soon as I have succeeded in shifting completely to left-handedness, I shall talk without stuttering.

## Reports from the Convention of the American Society for the Study of Disorders of Speech

At a convention of the American Society for the study of Disorders of Speech held in Chicago December 30 and 31, 1930 and January 1, 1931 there were many reports made by the leading authorities on the problems of stammering. The writer intends to set forth any material that definitely elaborates experiments previously made, or material that shows theories different from those discussed in this thesis.

The Phenomenology of Stuttering Dr. Elmer Kenyon, chairman of the convention, told of recent investigations in Chicago. Experiments were made with 4,059 stammerers. The summarized facts to which he claims are as follows:

1. Stuttering is not closely related etiologically to other speech disorders.
2. Stutterers are not mentally retarded.
3. Many more males stutter than females (Four times as many.)
4. Stuttering begins in the majority of cases beyond the age of six.
5. The great preponderance of number of male stutterers is due to a rapid increase in their numbers between

6 years and 12.<sup>1</sup>

Educational Approach to Stuttering In January, 1922, was established the Defective Speech Clinic at the Syracuse Free Dispensary, a joint activity of the Syracuse University Medical College and the School of Speech. Its facilities are open to all children of school age, and adults who are entitled to the privileges of the dispensary.

After three years of Clinical activity, several things became apparent:

first, that there were three factors constant in all cases. In every case observed, (1) the child was in an environment, at least part of the time, that was unfavorable to normal speech development, (2) there was present in the child a feeling of social inadequacy in speaking situations, and in most cases, anxiety or fear during speech; and (3) the usual blocking in some form was present.<sup>2</sup>

Clinical Procedure in Treatment to be Used in Public Schools? "A sound clinician wants to know the following", says Pauline B. Camp of Madison, "What is his hereditary, physical, emotional, mental, social, educational speech history? This information is neither easily nor quickly gleaned. It may take more than two hours, two weeks, or two months. The compilation grows from day to day, from contact to contact, until at last there is presented a

<sup>1</sup> Robert West, "The Phenomenology of Stuttering," Mimeographed Proceeding of A.S.S.D.S. Convention, Chicago, 1930, 1 - 2.

<sup>2</sup> H. J. Heltman, "The Educational Approach to the Problem of Stuttering," A.S.S.D.S. Convention, 8.

pretty accurate picture of just what has happened to this child from before birth to the present."<sup>1</sup> In the same article, Miss Camp adds:

Motivated through the speech teacher social adjustments may be begun under controlled conditions through the aid of such departments of physical education, music, art and drama, visiting teacher, school organizations, and the progress of adjustment may be observed, checked, and the program modified through the weeks and months and even on into years. Emotional adjustments, likewise, may be accomplished with cooperation of above departments; the teacher, who claims by virtue of her position the most consecutive number of the child's waking hours, is conveniently near and may be advised almost daily as to the interpretation and handling of a specific type of behavior. Each new manifestation of abnormality in the stuttering child may be immediately observed and checked. At no time is it necessary for the stuttering child in the public school system to be separated from his everyday life in order to have treatment. The treatment is the school.

To many of the recommendations of the clinician the parents respond, "-----but how?" The clinician cannot always answer this satisfactorily. To the same question the school speech teacher replies, "You give us your cooperation. We have the plans and facilities to carry out these plans all organized and set up through the various departments in your own schools. There is no red tape, no organizing to be done, no fees to pay. You, as a taxpaying citizen of this community, have paid your fee in advance."<sup>2</sup>

Stammering as an Impediment of Thought Dr. Bluemel's theory concerning auditory amnesia which he published in

<sup>1</sup> Pauline B. Camp, "Can Clinical Procedure in the Treatment of Stuttering be Used in the Public Schools," A.S.S.D.S. Convention, 17 - 18.

<sup>2</sup> Ibid., 19.

1913 has been previously discussed. At the speech convention he adds to and broadens this idea as follows:

My own feeling in the matter is that stammering is an impediment in thought and not primarily a speech disorder. The disability manifests itself in speech because the speech is patterned upon the thought. The thought disturbance, as I view it, is an inability to think the words clearly in the mind. I first explained this a number of years ago as a transient auditory amnesia, my conception of the matter being that the stammerer momentarily lost his mental images of words because his mental imagery was faint or dim.

My present conception of the mechanism is a little different, though the theory is not substantially changed. I believe that the verbal imagery momentarily drops out of the stream of consciousness, and this loss of imagery blocks the stammerer's speech. In the present discussion it therefore makes little difference whether the original imagery is weak or strong; the essential fact is that the stammerer cannot speak without the verbal thought.<sup>1</sup>

Twelve Years of Visual Treatment of Stuttering When in 1918 a survey of Cleveland Schools was made, 2000 outstanding cases of speech defects were reported. As a specialist to organize classes and instruct teachers, Dr. Swift of Boston was secured. The treatment of stuttering cases in the Cleveland schools has been as follows:

Relaxation, concentration, and visualization, with physical hygiene play and important part.

In a very few cases, improving a young child's hygiene has eliminated the speech trouble. In another few, improving the

<sup>1</sup> C. S. Bluemel, "Stammering As An Impediment of Thought," A.S.S.D.S. Convention, 29 - 30.

hygiene, together with relaxation and exercises for concentration has done the same thing--has corrected the case.

Following an examination of a case, treatment begins. Children are first helped to relax, after which the exercises for developing concentration are given. More or less time, according to the case, is spent on these. In a few instances very little time is spent, three to six weeks, and in others a period of a year or more is required.

When the stutterer's hygiene is improved, and the first exercises for relaxation and concentration have been faithfully practiced, he is no longer the restless, fidgety child he was when he entered the class. He has gained poise. There is more emotional stability, and the exercises incidentally have established better breath control.

When a pupil can concentrate readily on a high note over words in a conversation, he is considered ready for the next step in treatment. This is to establish a permanent control over speech. The control used in our classes is Visualization. At this point mental pictures are explained to the student. He first gets the picture in mind; then recites the words, holding a picture over them, and until after the last word has been spoken. Immediately his self-control begins to grow and we aim to build up this confidence in each succeeding lesson. The case, particularly if an older child, now realizes that there is something that sidetracks stuttering.

Later in the treatment, he must hold a picture of pictures over a learned stanza and finally over a whole poem. This is followed by his holding of a picture over a fable or short story told in his own words. Later still he recites some class room lesson that he is preparing for his regular classes in English, History, etc. Pupils are always eager to do this for they realize that it<sup>1</sup> helps them in their class room recitations.

<sup>1</sup> M. Claudia Williams, "Twelve Years of Visual Treatment of Stuttering," A.S.S.D.S. Convention, 1930 38 - 40.



A student is dismissed from class for two weeks, after he is able to hold a mental picture over his reading and speech; then he reports less frequently until finally, after he and the teachers and parents, have been convinced that he no longer stutters, he is dismissed from the speech class. The case is then watched for a year or more for a relapse of trouble.

Miss Williams states that during her twelve years of experience, only a small number of cases have failed to be cured. Many of these who were not cured were sub-normal or slow normal, and others have not cooperated; but, nevertheless, all cases have been helped.

Much space has been given by the writer to this detailed account of procedure because several other schools are following much the same plan. In writing about the method of treatment given in the Omaha, Nebraska schools, Miss Alice Liljegren says, "We have found that Dr. Walter B. Swift's method of developing the power to visualize the thought when speaking enables the stutterer to talk with ease."<sup>1</sup>

Relation of Personality And Behavior Difficulties The relationship between stammering and forms of neurosis has been referred to by a number of writers, but is usually

<sup>1</sup> Alice Liljegren, "Methods Used in the Treatment of the Stuttering Child in the Public Schools of Omaha," A.S.S.D.S. Convention, 43.

classified as a symptom of existing neurosis. Rarely is it related to delinquency and crime. According to Alfred Adler crime and neurosis are opposed, and certain influences tend to determine the direction which the individual takes. An opportunity for the study of delinquency in children in its relation to the neurosis and stammering was made possible from the case records of the Illinois Institute for Juvenile Research. In the behavior clinic are records of children with disorders of speech who were referred for conduct problems of one kind or another. Among these were some who were outright delinquents of the aggressive sort, and others who had personality difficulties of various types. From this study the following conclusions are made:

Among the children with behavior difficulties referred to the clinic, incidence of stammering was found in about four percent of the boys and in about two percent of the girls. There is no observable correlation between intelligence quotient as obtained on the Stanford-Binet and stammering. Speech defects other than stammering are more frequent among lower intelligence levels.

The general conclusion from this survey of about a hundred personality and conduct traits is that stammering appears to be characteristic of the shy, sensitive, inadequate, and neurotic sort of child rather than the child with aggressive conduct traits.<sup>1</sup>

<sup>1</sup> Paul L. Schroeder and Luton Ackerson, "Relationship of Personality and Behavior Difficulties to Disorders of Speech," A.S.S.D.S., Convention, 1930, 56.

Breath Control in Stammering Dr. Samuel D. Robbins of Boston Stammerer's Institute made his first series of experiments at the Harvard University Psychological Laboratory to determine whether stammering is primarily of physical origin or of emotional origin. Comparative studies of shock and stammering showed that stammering is accompanied by exactly the same changes in breathing and in circulation of blood as are manifested in fright. "My stammerers," asserts Dr. Robbins, "reacted just the same way when told they would be called upon to introduce two strangers in fifteen seconds as they did when a shrill whistle was suddenly blown behind a screen. This proved stammering was primarily of emotional origin, varying in severity with the emotional state of the marked changes in breathing and in the circulation of the blood."<sup>1</sup>

In the same article on breath control Dr. Robbins adds:

I next studied the effect of different forms of breathing on the cerebral circulation of a trephined stammerer and found that nervous, rapid, shallow breathing and sniffing caused cerebral congestion and aggravated stammering, whereas calm, slow, fairly deep breathing lessened the flow of blood to the brain and improved the speech. In other words, the greater the cerebral congestion, the worse the stammering. By counteracting the rush of blood to the brain caused by fear or expectancy of stammering by means of calm, deep breathing, it was possible to keep the changes in the cerebral circulation of stammerers within the same limits as those of

<sup>1</sup> Samuel D. Robbins, "Breath Control in Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 57.

normal speakers, and to eliminate stammering.

Comparative experiments on stammering and normal speech which I conducted at Harvard brought out these facts:

1. Normal speakers name the vowel of the accented syllable as the most important letter in each word; stammerers name certain consonants, usually near the beginning of the word, as the most prominent letter in these same words.

2. A careful measurement in thousandths of a second of the speech of stammerers and of normal speakers show that stammerers unduly prolong many consonants and clip many vowels abnormally short; in general the harder the vowel the shorter they clip it, but a vowel is sometimes held to kill time while the next vowel is coming just as are certain consonants.

3. Stammerers find it much more difficult to prolong vowels unduly than do normal speakers.

4. Stammerers find it much more difficult to omit initial consonants and begin each word with its first vowel pronounced as it is in the word than do normal speakers; they both slow down more than normal speakers and make a great many more errors.

The experiments show that stammerers pay relatively too much attention to consonants. The problem is to train the stammerer's attention from consonants to vowels.<sup>1</sup>

A questionnaire was sent to all who had entered the Boston Stammerers' Institute within the past five years and who took thirty lessons or more. The report showed that 66% either had completely recovered or were materially helped; 34% reported they were somewhat helped; and none

<sup>1</sup>

Samuel D. Robbins, "Breath Control in Stammering,"  
A.S.S.D.S., 1930, A Symposium on Stammering, 58, 59.

reported they had not been helped at all. Most of these pupils were between 16 and 32 years of age. In reply to the question which principles helped them most, the following exercises seemed most important in the order named:

1. The easy start of the first word to be spoken on each breath.
2. Keeping calm, relaxed, and unhurried in everything they do.
3. Slow breathing.
4. The relaxation pause on empty lungs.
5. Never holding the breath between breathing and speaking.
6. Joining all words smoothly and easily together.
7. Getting the attention more on the vowels and less on the consonant.
8. Sundry psychological helps that are difficult to measure.<sup>1</sup>

#### Dunlap's Theory of the Treatment of Stuttering

Professor Dunlap's theory is that the way to get rid of an objectionable habit is to repeat it. "When, for example," says J. M. Fletcher, "an experimenter or clinician requests his subjects to give expression to a habit ordinarily regarded as objectionable, social disapproval and the usual emotional reaction of the observer give way to social assent or approval, so that, if he is successful in the performance of the requested reactions, obsessional helplessness disappears and volitional control takes its place." To quote further:

The subject is now requested to do the very thing which he has been afraid he would continue to do in spite of himself. In short,

<sup>1</sup> Samuel D. Robbins, "Breath Control in Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 63.

through these experimental alterations in the subject's social environings, the psychological character of his reactions has become totally indifferent. The new mental and emotional set, the changed social attitudes induced by the experimentally altered social relationships are the most of the other factors.

In reporting his own results, Professor Dunlap says, "Even brief treatment has produced a remarkable improvement, greater than I have ever obtained in any case with other methods."<sup>1</sup>

Some of the Psychological Causes and Treatment of Stammering From a personal experience with stammering as well as years of contact as a teacher for thousands of stammerers, Mabel F. Gifford, Chief of the Bureau of Correction of Speech Defects and Disorders, State of California, is well qualified to draw certain definite conclusions regarding stammering. She gives as causes the following:

It must be fully understood in the beginning that according to my theory, the causes of nervous speech disorders are psychologic, and that the spasmodic manifestation of the speech organs is only the external symptom of the deep-seated mental conflict. It has now been definitely established that severe shocks and emotional conflicts in very early childhood remain as subconscious memories for many years, and may continue to disturb the speech function, which in itself is perfect, until such time as corrective memories and conflicts, when we

<sup>1</sup> John M. Fletcher, "Dunlap's Theory of the Treatment of Stuttering," A.S.S.D.S., 1930, A Symposium on Stammering, 65 - 66.

consider that every normal speech reflects the momentary emotional state of mind. Embarrassment causes a hesitating reluctant speech; excitement, an increase in tempo; indifference, a certain monotony; and so on through the various moods.

Because of our conviction of the truth of the emotional maladjustment theory, our treatment considers four distinct phases of the problem:

1. Physical Hygiene.
2. Mental Hygiene.
3. Reeducation of the "Idea Association" toward speech.
4. Psychological rehabilitation.

This psychologic re-educating work if carried out faithfully and over an extended period of time, cannot but show most gratifying results. Many have been cured and many others greatly improved.<sup>1</sup>

As the writer has followed the therapy used by Mrs. Gifford in connection with the eight cases she has studied, no further discussion of it will be given here.<sup>2</sup>

The Correction of Stammering in Detroit The Detroit teachers train the student to overcome his impediment through the fundamental principles of melody; rhythm, poise, breath control, voice production and articulation. "They teach respiration," claims Clara B. Stoddard, "vocalization and articulation to synchronize when functioning in speech; and finally they train the body to be relaxed

<sup>1</sup> Mabel F. Gifford, "A Consideration of Some of the Psychological Causes and Treatment of Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 74 - 82.

<sup>2</sup> For further information regarding Mrs. Gifford's methods of treatment, refer to section in this thesis under Procedure or Mabel F. Gifford, Speech Defects and Disorders and Their Correction, 1928.

enough to allow an easy outpouring of thought through the speech processes."<sup>1</sup>

Recent Researches at Columbia University Miss

Elizabeth D. McDowell of Columbia University claims that in general the programs for improvement have shown that the students improve most by applying techniques which seem to further the following objectives, although no conclusions are warranted:

1. We emphasize the recognition of the habit to be acquired by the person who must acquire it.
2. We apply many exercises and activities for setting up connections. Among the most useful have been reproductions of the record of the speaker's voice and the noting of the symptoms which are desired and those which are not.
3. This is a more or less hit-or-miss scheme for experimenting on his own part with exercises and schemes for gaining success in acquiring the desired speech reaction. These must be very simple at first. We arrange them into a hierarchy of stimuli or speech exercises according to their frequencies of success. One exercise is universally successful, that is speaking isolated syllables in unison with the instructor who is employing an easy, well-modulated voice.
4. Another is providing opportunities for repeating the reactions which have proven successful in various situations and attaching rewards and satisfaction to each successful effort.
5. This is the association of the desired reaction with situations in which it must be used.

<sup>1</sup> Clara B. Stoddard, "The Correction of Stammering in Detroit," A.S.S.D.S., 1930, A Symposium on Stammering, 95.



6. Directing of effort and treatment toward the increasing span of the period between relapses into stammering and decreasing the length of the duration of relapses when it has occurred.<sup>1</sup>

Hemispherical Dominance Dr. Lee E. Travis, Director of the Speech Clinic at the State University of Iowa, contributes other recent experiments and theories besides that of mirror-writing which has been previously discussed.

Dr. Travis says a complete diagnosis should evaluate the stutterer from all angles--heredity, physical factors, age, mental factors and educational factors.

In addition to information gathered from these several angles, there are other factors:

1. Test for Eyedness. Every stutterer who is old enough to cooperate should be tested for ocular dominance inasmuch as it is related to hemispherical dominance.
2. Mirror-Tracing Tests. It is very important to know whether the stutterer has more facility in the relatively complex act of mirror-tracing with the left than with the right hand. We have found that in the standardized star-tracing experiment of psychology, the great majority of stutterers do better with left hand while the great majority of right-handed normal speakers do better with the right hand.
3. Writing with Both Hands Simultaneously. The tendency to write in mirror-script with either hand or both hands, when writing with both hands simultaneously and with both eyes closed, is indic-

<sup>1</sup> E. D. McDowell, "Some Interpretations of Recent Researches in the Correction of Stammering," A.S.S. D.S., 1930, A Symposium on Stammering, 114.

ative of immaturity and left-handedness as it occurs more frequently in children and in left-handed adults than in right-handed adults. We have found that the great majority of stutterers present mirror-writing in this situation, whereas comparatively few right-handed normal speakers do.

This test based upon the principle of giving the reaction patterns of the opposite sides of the nervous system an equal basis. When they are permitted to function thus, each may express its own individual orientation and configuration. In the case of the stutterer these are very frequently the opposite for the two sides, whereas with the normal speaker, they are generally the same for the two sides.<sup>1</sup>

Dr. Travis feels the general aim in the treatment of stuttering is to establish and maintain a dominant gradient of excitation in the central nervous system of sufficient complexity and potency to integrate the movements of the organism in the production of normal speech. This is accomplished along two general lines:

- (1) the carrying out of certain exercises to increase directly the dominance of one hemisphere over the other and lower levels, and
- (2) the elimination of certain psychological and environmental factors which operate against the establishment of and toward a reduction in a dominant cortical control.

A brief statement of the procedure Dr. Travis uses for learning to write with the left hand and for associating

<sup>1</sup>

Lee. E. Travis, "Diagnosis and Treatment of Stuttering Cases," A.S.S.D.S., 1930, A Symposium on Stammering, 120 - 121.

writing and speaking is given in the following outline.

The purpose of these exercises is to make the individual a left-handed writer. Once writing with the left hand is begun, no writing of any kind should be done with the right hand.

Frequent periods of from 15 to 30 minutes writing affords the optimum conditions for training. We have had students spend as many as five hours per day training with the left hand. The length of time consists of at least 10 work and 10 rest periods. The pencil is to be grasped easily between the forefinger and thumb. Emphasize a relaxed arm and hand. The retraining period is divided into several parts all of which are important, and the sequence of which should not be changed.

1. The first period consists in free-hand drawing of circles on the blackboard. The idea is to accustom the individual to holding a pencil in the left hand and using it in large, free, loosely directed movements. This period should last from two days to a week, depending upon the age of the individual and the progress in ease and facility which he displays.

2. The second period requires the writing of the alphabet and numerals. The alphabet should be written both in capitals and small letters. This period should not be shorter than a week for any person.

3. The third period consists of speaking and copying at the same time. The individual begins to write each word before he speaks it, thus having the writing movements precede each spoken word. This exercise should be carefully supervised to see that the person always initiates movement with the hand before the word he is writing is spoken. The individual should go as fast as possible. After a week or

two of such exercises the person need write only the first letter of each word as it is spoken. Under these circumstances he will be able to go practically as fast as though he were not required to write. Here again care should be taken to see that the writing of the letter is begun before speaking.

4. This period of the work should not be begun until the individual has become a facile left-handed writer. It consists in having him begin to write the first letter of a word, just as, or before it is spoken in ordinary conversational speech. This necessitates the presence of another individual who generally begins the work by having the stutterer answer with complete sentences, questions that may be put to him. Later he is asked to relate an incident or tell a story, being careful to write always the first letter of every word as it is spoken.

5. The last period requires the individual to write the first letter of a word that occurs with difficulty. Generally an individual's speech will clear up except for a certain amount of difficulty which will be experienced with certain particular sounds. He can be in a position to write if need be but not required to write all of the time as in phase four.

The stutterer who is to remain right-handed begins with the third period and progresses as outlined above.<sup>1</sup>

Oral Stammering: One of the Manifestations of the  
Conflicts of the Organic Stammerer Dr. Charles G. Stivers,  
 Los Angeles, California, writes interestingly in his discussion of verbal stammering being only an outward mani-

<sup>1</sup> Lee E. Travis, "Diagnosis and Treatment of Stuttering Cases," A.S.S.D.S., 1930, A Symposium on Stammering, 124.

festation of the deeper and broader emotional maladjustment that finds an outlet in deviation from a normal or organic rhythm of life. In this article he discusses conflicts such as curiosity, self-importance, sex, and sensitivity.

To sum up the significance of these various conflicts Dr. Stivers says:

If a child is not adjusted to his home life his feelings of inferiority will disastrously affect his education, his business, his marriage, and his entire career. And the outcome of a series of ego frustrations may be final escape from reality into waywardness, alcoholism, narcotic addiction, insanity and criminality.

We who are educators hope by child guidance, mental hygiene, clinics and parent-teacher cooperation to achieve a better integration of the child's personality. When appealed to for aid in oral stammering, we must be prepared to inform parents that the speech disorder is only one outward manifestation of the entire maladjustment, and to instruct them in methods of adjusting the child to his environment.<sup>1</sup>

Speech Training And Mental Hygiene Method for the Correction of Stammering Mildred A. McGinnis of Central Institute for the Deaf, St. Louis, Missouri feels there are too many inadequate devices used for helping stammerers; but results can best be obtained by mental hygiene given in an inspirational way by well prepared teachers. Miss

<sup>1</sup> Charles G. Stivers, "Oral Stammering: One of the Manifestations of the Conflicts of the Organic Stammerer," A.S.S.D.S., 1930, A. Symposium on Stammering, 134.

McGinnis believes a child should be conscious of his speech such as comes from trying to attain a good speaking voice.

She adds in conclusion:

We have not had 100% corrections by this combination of mental hygiene and speech training method, but 100% of the children trained in this way have noticeably improved in their school grades and in home attitudes. I believe we can raise the percentage of corrections if we reach our patients before adolescence, if we disregard artificial devices, if we work more earnestly for voice and speech improvement, and if we encourage the afflicted to work more diligently than he has been doing heretofore.<sup>1</sup>

#### The Nature and Analytical Treatment of Stammering

Dr. Isador H. Coriat of Boston claims stammering becomes a neurosis in which the fixation of the libido at the developmental stage of oral erotism persists into maturity. He adds, "In his unconscious, and likewise in the conscious motor reactions, the stammerer remains fixed or anchored to this primitive biological stage because he has been unable to sublimate, or to sublimate to a very limited degree, the original oral pleasure. This explains the infantile character of the sucking and biting movements observed in stammerers when they attempt to speak, that is a compulsive

<sup>1</sup> Mildred A. McGinnis, "Speech Training and Mental Hygiene Method for the Correction of Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 141 - 142.

rhythmical repetition of the very early nursing activities."<sup>1</sup>

Dr. Coriat, continuing in the same article, says stammering is not a speech defect,

but a psychoneurosis, any rational treatment of a narcissistic disorder must take into consideration several factors. The speech defect has a meaning, the oral libido is fixed upon this symptom and the object of psychoanalysis is to overcome this fixation of the pleasurable oral libido upon the speech apparatus. Owing to the character traits of the stammerer and his resistances, this analytical procedure encounters great difficulties. In stammering as in all the narcissistic neuroses, a vulnerable point must be found in the narcissistic shell of the personality and this vulnerable point in stammerers is the oral libido. The speech training of stammerers reinforces the oral-erotic pleasure instead of minimizing or relieving it; it actually gratifies the oral discharge of speech. Speech training does not treat the neurosis as a whole, but only the isolated symptom, and as such, is inadequate and unscientific. It is impossible in this short paper to go into the details of the analytical treatment of stammering except to state that it is directed primarily against the resistances and should penetrate deeply enough so that the patient can revive and re-enact the earliest oral experiences. Furthermore, the so-called "habit" of stammering, analytically speaking, is a form of compulsive-repetition whose object it is to retain the original infantile pleasure of nursing. For this reason, phonetic exercises are diametrically opposed to the analysis, and should not be combined with it. The analytical treatment of stammering should be undertaken only by those who have

<sup>1</sup> Isador H. Coriat, "The Nature and Analytical Treatment of Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 154.

had a long and varied experience with psychoanalysis in both its theoretical and practical aspects, and should be carried out in what may be termed a pure culture, without any admixture of phonetic training.

In addition to the regular analytical procedure, a specialized modification of analysis, termed "active therapy," has been used in the treatment of stammerers. This active therapy consists of a deprivation of various external forms of oral gratification, or rather an abstinence from those external factors which tend to prolong the gratification or to reinforce it. This active intervention should be aimed at a definite deprivation of these oral gratifications, and to this end all forms of smoking or gum-chewing should be prohibited, as these desires for mouth gratification tend to reinforce the oral difficulties of the stammerer.<sup>1</sup>

#### Treatment of Stuttering at University of Minnesota

When the study of 127 cases, Bryn Bryngelson of Minnesota, who formerly worked with Dr. Travis at Iowa in some of his experiments, has concluded some very definite helps for stuttering. In principle he follows the method as developed at Iowa by Dr. Travis.<sup>2</sup> It was developed in connection with this theory that stuttering is due to a lack of center of chief dominance of sufficient potency and complexity to integrate the movements of the apparatus involved in speech. The purpose of the treatment is to establish such a center of control. Mr. Bryngelson tries to hasten the sociali-

<sup>1</sup> Isador H. Coriat, "The Nature and Analytical Treatment of Stammering," A.S.S.D.S., 1930, A Symposium on Stammering, 155.

<sup>2</sup> L. E. Travis, Speech Pathology, 1930, Appleton.



zation process, which he feels is so essential, by giving practice in writing and speaking exercises in large groups composed of normal speakers and stutterers.

Following is a memoranda for the building of cerebral cominance in the right hemisphere and on the voluntary speech level:

1. Write, throw, bat, brush, tie, sweep, shovel, eat, hammer, and think as a left-handed individual.
2. Practice writing and talking at least two hours a day outside of the school period. Copy from your school books, or from the novel you happen to be reading.
3. Piano playing, typewriting, or any other bi-manual act is to be avoided.
4. Voluntary imitative stuttering is recommended at all times. Certainly you should do a great deal of it in the home and with your friends. When alone practice before the mirror.
5. Make words your hobby. When you are writing and talking remember to talk loud and to keep your speech muscles in good working order by constant exercises.
6. Practice breathing exercises before your open window morning and evening.
7. Continue being frank toward your speech difficulty. Talk about it and explain what stuttering is to anyone you think interested. Do not let others assist you or excuse you in communicating ideas.
8. Never hide your stutter under any circumstances. Any attempt on your part to keep from stuttering has a tendency to tear down or decrease your margin of dominance.

9. Write pages and pages of your "Jonah" words. Write them out in full, speaking them as you write them.

For the so-called right-handed "tie-up" cases one need only alter Numbers 1 and 3.<sup>1</sup> -

Mr. Bryngelson includes mirror practice in which the subject watches his stuttering in the mirror until he becomes conscious of his exact grimaces, tics, etc., then he reads and later speaks, alternating the voluntary stuttering and plain reading or speaking.

Conclusions reached by the 127 cases treated were as follows:

1. Forty-four percent began stuttering from beginning of speech; 44% stuttered between ages of 4 and 6 years and 6 months.
2. Sixty-two percent reported as having been definitely shifted from left to right.
3. Of the ten who were at the time of diagnosis using the left hand in writing, 8 were boys and 2 were girls. Boys outnumbered girls 4 to 1.
4. Sixty-one percent were ambidexterous.
5. Fifty-five percent had stuttering in family.
6. Fifty-four percent had left-handedness in family.
7. Ten cases had been shifted back to left hand and were cured for as long a period as three years. Stuttering returned after using the right hand again. One case had been shifted back and forth three times. In this survey he was shifted to left for the fourth time and is now cured.

<sup>1</sup> Bryn Bryngelson, "Treatment of Stuttering," A.S.S.D.S., 1930, A Symposium on Stammering, 159 - 160.

8. Four cases had gone back to right hand during the summer and came back in the fall with a bad stutter. They were shifted again to the left in September and reported cured in December, 1930.
9. Common remarks on reports were--tics, nervousness, completely gone; behavior, and spelling, reading, and writing disabilities markedly improved.
10. The younger the cases the shorter time it took to effect a cure.
11. Among this group there were 7 cases with marked oral inaccuracy, with slight tendency to stuttering. Speech cleared up. Four cases of delayed speech, with marked speech improvement.

The above report indicates what can be done in the public schools for stutterers over a period of sixteen months, when three major aspects of the dominance technic are stressed. First, writing and talking exercises; second, the imitative stuttering drill before the mirror; and third, the unification of motor skills.<sup>1</sup>

#### A Survey of the Literature Dealing with Stammering

Fredrick W. Brown, a member of the National Committee of Mental Hygiene, New York city, has made a survey of the literature dealing with stammering which reveals a variety of theories. The most widely accepted theories (as he sees them) may be stated briefly:

<sup>1</sup>

Bryn Bryngelson, "Treatment of Stuttering," A.S.S.D.S., 1930, A Symposium on Stammering, 163 - 164.

1. Stuttering is a speech disorder, the causes of which are unknown. It presents a variety of symptoms or unit reactions. Treatment consists in substituting satisfactory speech reactions through the application of the laws of learning.
2. Stuttering is largely a speech problem, to be handled by the speech teacher through drills and exercises in voice production, articulation and breath control.
3. Stuttering is a psycho-muscular disorder. The basis of all treatment is to be found in specific instructions and exercises in conscious, detailed psycho-muscular control of speech production.
4. Stuttering is a functional neuro-muscular derangement characterized by a general reduction in cortical activity due to transient and mutually inhibitive activities of the associative areas of the right and left cerebral hemispheres. Treatment consists in establishing a center of chief dominance of sufficient potency and complexity to integrate the movements of the apparatus involved in speech.
5. Stuttering is a speech disorder resulting from, (a) a blocking of speech or thought which arises when the verbal imagery or mental speech recoils from the stream of consciousness, when fear and frantic search for synonyms bring confusion, etc., or (b) a temporary lack of visual control of speech. Treatment consists chiefly in the reestablishment of (a) auditory, or (b) visual control of speech through appropriate instruction and exercises.
6. Stuttering is a personality disorder characterized by the individual's tendency to react inadequately through speech to certain or all social situa-

tions. This tendency is the result of emotional conflict, of which the speech disturbances are but the most noticeable symptoms. It can be most adequately treated through the rational application of accepted principles of physical and mental hygiene.

7. Stuttering is a neurosis (or a psychoneurosis) requiring<sup>1</sup> thorough psychoanalytic treatment.

Cure - A General Reconstruction Dr. James S. Greene,  
of the National Hospital for Speech Disorders, New York City  
gives his impressions of what should comprise a cure for  
stammering:

The cure (of stammering) is a General Reconstruction--Growth--Speech Reeducation--all given directly or indirectly as needed, resulting in a robust straightforward development. Just how the approach is made after all makes very little difference as long as it helps his growth, for on his growth depends his cure. But all these wonderful desired results will not be obtained unless your personal influence is effective enough to overcome his resistance and stimulate cooperation and hope. To my way of thinking that is the real issue. Are you and your methods the all powerful stimulus to take him out of himself--can you make him strive hard enough to keep carrying on in spite of repeated failures until a new personality and an organized speech habit system has come into being. The job is not an easy one, it is quite a complicated proposition. The scientific guidance of a stutterer and his affairs, and the fact that there are so many stutterers around, shows that there is still much to be desired in his behalf. However, for all

<sup>1</sup> Fredrick W. Brown, "The Problem of Stuttering,"  
A.S.S.D.S., 1930, A. Symposium on Stammering,  
143 - 144.

that, there is a certain amount of satisfaction for those interested in the subject right now, for in my humble opinion more has been done within the last decade to clarify and advance the subject than all that has gone before. The stutterer is getting his long delayed recognition.<sup>1</sup>

#### Relation of the Present Study to Those Reviewed

Although the discussions of the case-studies of stammerers (which is given in the following chapters) included the same fundamentals as those given in the historical survey, there were some variations and adaptations.

The present study seemed to be unique in that the aim was different. It aimed to discover whether traits and abilities present in the stammerers contributed to their social maladjustment; and whether by a process of re-education, their social adjustment could be made. Others considered adjustment to the group a necessity but their aims were to cure stammering, to study or to fit the stammerers to live agreeably in their environment in other ways. A further aim in the present study was to help the subjects to improve their speech with the hope that they would thereby be able to make a more satisfactory social adjustment. Wendell Johnson and Dr. Charles G. Stivers have stressed similar phases.

<sup>1</sup>

James S. Greene, "Stuttering--What About It?"  
A.S.S.D.S., 1930, A Symposium on Stammering, 175.

The number of subjects in the present study was extremely limited in comparison to other studies. Instead of having a group ranging from 50 -- 1000 cases of stammering as Pauline B. Camp, Mildred A. McGinnis, Clara B. Stoddard, Mabel F. Gifford, Dr. Lee E. Travis, Samuel D. Robbins, or W. B. Swift has, this study included only eight cases.

In the present study a class was conducted for half an hour twice a week. Many others in their studies including W. B. Swift, C. S. Bluemel, J. S. Greene, Smiley Blanton, Dr. Lee E. Travis, and Samuel D. Robbins--made frequent group studies of the stammerers, but not always in a class.

Questionnaires were used in the present study. Others who deemed this method indispensable in obtaining complete biographies were Dr. Lee E. Travis, Wendell Johnson, and Pauline B. Camp.

Home visits were a part of the present study as they were in studies made by Mabel F. Gifford, Smiley Blanton, and Lee E. Travis who stressed the great importance of securing the proper cooperation of the parents in aiding in the treatment of stammering.

Similar to some in the use of physical hygiene, the present study included relaxation. Others who favored this treatment were Wendell Johnson and Dr. Swift. Breath control, deemed necessary by Clara B. Stoddard and Bryn Bryngelson, was also a part of the physical hygiene used

in the present study.

In the use of mental hygiene as a phase of treatment, the present study agreed almost entirely with Smiley Blanton. Mildred A. McGinnis and Fredrick W. Brown also stressed the value of mental hygiene as a means of therapy.

The fluency image was a part of the mental hygiene treatment in the present study, as well as an important phase of therapy used by Mabel F. Gifford. As a portion of the treatment to obtain the fluency image, visualization was used. Others who included some form of visualization were W. B. Swift, C. S. Bluemel, Samuel D. Robbins.

Because of its approach, the present study was unlike others. Some of the studies reviewed were purely subjective; others were purely objective. The present study combined these methods.

Although some variations and adaptations were made in the present study, as a whole the fundamentals used in the present study were the same as those in the historical survey.



## CHAPTER V

## DISCUSSION OF METHOD OF PROCEDURES

## Method of Procedure in Reeducation

Phases of Treatment The various phases of therapy are so inter-related that it was necessary to employ all of them in all cases. A physiological study was necessary in order to find the condition of the subject, so that proper remedial measures might be followed wherever necessary. Physical hygiene, alone, does not correct stammering. Physical weakness gives a feeling of inability to cope with life situations. The thing, however, works in a vicious circle; an under-nourished body or upset mental condition makes for an unhealthy body. To build good habits, there were class discussions of the value of fine physical equipment as shown through real people such as Theodore Roosevelt. Habits of eating were also stressed in order to break up fussy habits, and to encourage the eating of plenty of fruit and vegetables, and the drinking of plenty of water. On the other hand, the avoiding of tea, coffee, and an excessive amount of sweets was suggested. It was shown that long, quiet sleeping-habits were beneficial.

Through the phase of mental hygiene the stammerer was given to understand that although his speech difficulty was a real one, it was tied with his fear of facing life situations; and every victory won in this line would be a step forward to his ultimate success. Discussions of such subjects as Fear, Anger, Sublimation, Transference, Facing the

situation and many subtopics of this one, such as Being Laughed At, Tardiness, Absence, Punishment, Unprepared Lessons were of value, and served as background for individual conferences. Programs including dramatics gave a splendid opportunity for self-expression, and at the same time, the subject could lose "self" in characterization.

Following is a verbatim account of a lesson stressing Relaxation and Ways to Face a Situation<sup>1</sup>:

- T. Let us be calm; relax; just make a rag doll of ourselves; close our eyes; let our heads wobble. As we are sitting so quietly, let us imagine a desert where everything is calm and quiet. We are watching the moon rise. As it does so, the gray sands turn to silver. There is no breeze; nor a sound to be heard.

As we sit calmly, let us think: In speaking, I will try to completely relax my mind and body; and freely breathe out every word through my loose mouth action. I will carry with me a realization of being completely relaxed in everything I do. We will not forget our class slogan: Slow and Easy Wins the Race. Repeat the slogan, please.

- C. Slow and easy wins the race.
- T. Who can give an example of something that was accomplished because it was done slowly, and with ease?
- S. Slow but sure is another slogan.
- S. The fable of the Hare and the Tortoise.
- S. I make lots of airplanes. I wanted to make one to enter in a show. I made

<sup>1</sup> In the verbatim accounts of class lessons, "dashes" indicate hesitations in subjects' speech. T.= teacher; S.= subject; C.= class.

it hastily, and it didn't turn out well. If I had not been in such a hurry, perhaps it would have been good enough for the show. That taught me a lesson.

T. How about you Claude?

S. I tried to write a s--s--story too fast s--s--so I had to do it all over again.

T. Does it pay to do things too fast?

S. No, ma--am!

T. Do you remember the first time you drove an automobile? Did you drive it fifty miles an hour?

S. You bet I di--didn't!

T. No, you probably drove it very slowly. Just in the same way, all of us are going to speak slowly so we can speak smoothly and easily.

Let us practice an exercise to help us loosen our jaws. Let us take the first vowel, "a" as in "pay" and put "f" in front of it; then "pa", "ta" etc. Let's see whose jaw can be the loosest.

C. (Repeats fa, pa, ta after teacher three times with loose mouth action).

T. Now we will say fe, pe, te, ("e" as in "feet")

C. (Repeats three times).

T. This time we will take fi, pi, ti, ("i" as in "pie"). See if we can't loosen our jaws even more this time.

C. (Repeats this exercise using each vowel.)

T. That's good. You had good volume. You breath better. Do you think you are able to do this exercise easier than you did?

S. I think so!

- T. I should like to discuss Meeting a Situation. Do you know what I mean by a situation?
- S. I know, b--b--but I can't explain it. It's all according to what k--kind of situation you are in.
- T. There are three ways of facing a person's situation. The first is running away from it. Has anybody here ever done that?
- S. I had a boat up the river once that sank. I didn't go get it. I let it rot.
- T. How about you Isabel?
- S. I stayed away from my English class once because I didn't want to recite.
- S. I didn't do my Spanish translation last night because it was too hard.
- T. Do you think it a good way--to run away from things?
- S. Not in the long run.
- T. Another way to face a situation is to stay with it until it is mastered. Have you ever had anything difficult to do that you just stayed with, and felt very proud of when you had finished?
- S. My teacher gave me some difficult selections to play on the piano. I didn't want to learn them, but I did them anyway. I was proud of myself the night of the recital.
- T. What successful job have you ever done, Earl?
- S. One time at a boys' hobby fair I made a boat and got third prize.
- T. Had you ever made one before?
- S. No ma'am! It was the first one I had ever made.
- T. Good for you. It must have been a

feeling of great satisfaction to you.

The other way to meet a situation is to half-run away and half-meet it. Some of us do just enough to get a passing grade at school. In our speech work, if we practice at home what we do in class, we are facing our situation squarely, and will consequently get the best results. Will you be prepared to give us next time we meet, an example of each of the three ways to face a situation? Speak with the loose mouth-action we have used today. (Teacher gives each one a slip of paper on which the three ways are written).

I would like to tell you about a particular person who met her situation squarely. Did you ever hear of Helen Keller?

- S. Isn't she the one who went blind?
- T. Yes. She was also deaf and dumb; but now she talks. She can't hear nor see, but she can speak.
- S. How can she?
- T. Through her untiring efforts. When she was about six years of age, her parents took her to Alexander Graham Bell, the inventor of the telephone. He suggested a teacher, Miss Ann Sullivan, who, he said, would teach Helen to speak. She has been with Helen ever since. The first word Helen learned to understand was "water." This was done by allowing water to pour over her hand. By feeling her teacher's throat to get the vibration, Helen eventually learned to say the word. This is only one example. Helen learned slowly, but she faced her stupendous situation squarely in the face. She graduated from a Women's College after taking a complete course which included higher mathematics, Latin, German and French. She now

speaks the latter languages, and English. Although she does not speak distinctly, people throng an auditorium to listen to her lecture about herself. If she has overcome her great handicap so well, I'm sure you agree that your task is very slight in comparison.

In the remaining few minutes let us go over this poem. I'll read a line to you, and then you repeat it after I have read the whole stanza. Who would like to read first?

S. I would.

T. Good! "If we sit down at set of sun,  
And count the things that we have done,"

S. (Repeats after teacher who has read slowly with very loose mouth-action).

T. "And counting, find one self-denying act,  
One word that eased the heart of him  
who heard".

S. (Repeats after teacher with loose mouth-action, this, and succeeding lines of verse.

T. Not one mistake! That's wonderful!

It has been found that it is possible to create new idea patterns to displace undesirable behavior patterns. To build up the new "fluency image" the student was shown how to experience concretely the hearing and feeling of the control of his speech mechanism. By suggesting the ideas of relaxation, pouring out of breathy tones, the use of extremely loose mouth action and the carrying of such a thought as "It is impossible for me to stammer," the subject was shown how to be able to control his thought, and consequently how to bring into and hold in consciousness, the fluency image.

As another means of helping establish the fluency image, visualization was used. The following is a verbatim account of a lesson stressing Visualization:

- T. (To class) As you sit quietly today, please close your eyes while you picture yourself standing before your English class ready to read The Flag Goes By, a poem by Henry Bennett. All of you have studied this poem. How do you think you will be able to let the audience see the same picture that you see?
- S. I must first feel the situation myself.
- T. Yes, then you are ready to read. How will you be able to paint the picture for your audience--through your reading?
- S. I must see the picture myself. For example in the first stanza when I read, "Hats Off!" I must picture the people with bared heads. And when I read about the bugles and drums, I must hear the music of the bugles and the muffled beats on the drums.
- T. And in order to see the flag passing by?
- S. I must see a flag and imagine the crowd looking at it.
- T. Now will all of you please open your eyes. Look at the second stanza in your book. What pictures can you see as I slowly read to you?
- "Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.  
Hats off!  
The colors before us fly;  
But more than the flag is passing by."
- S. I see the flag flying above everything else as the soldiers march along.
- T. How does the flag look?

- S. It shines brightly. I can see its colors.
- T. What do you think is meant by "the colors before us fly"?
- S. As the soldiers walk along, the colors of the flags are not so distinct and separate. There are so many flags that the color seems to fly.
- T. What does the last line in the stanza mean to you?
- S. The flag is just a symbol for so many great deeds. It gives people courage; in the next three stanzas are some examples.
- T. What are some of these examples?
- S. Some people think of one thing and some of another as the flag goes by. One thinks of "sea-fights," while another thinks of "land-fights."
- T. Who finds something else the flag symbolizes?
- S. Someone thinks what the flag stands for—"equal justice", and "laws".
- T. What does the last stanza tell about how the "loyal" people feel as the flag is passing by?
- S. It says their "loyal hearts are beating high".
- T. Who would like to read the first stanza of the poem while the rest of us will be the crowd watching the flag go by? We won't refer to our books while he reads. (Student volunteers to read)
- S. (Student reads).
- T. Did Bert make the picture clear?
- S. I couldn't hear the "blare of the bugles".
- T. I wonder why not.



S. I don't think he heard the bugles.

T. Is that right, Bert?

S. Yes.

T. Any other comment?

S. Yes. I felt like taking off my hat when he said, "Hats off!" He said it in such a commanding way.

T. Bert showed the pictures quite clearly to me. Who would like to show us the pictures in the next stanza?

(Students continue reading and commenting. By their visualizing the audience and being determined to read so the audience could see the picture, they read less hesitantly.)

Aid was administered in helping the subjects to overcome maladjustment in attitudes and interests. It was done by giving them an understanding of how to overcome self-consciousness; or in other words, how to establish self-confidence. The following verbatim account of a lesson stresses Self-confidence:

T. Let's relax. Each one picture the quietest place he can imagine; some favorite spot. As we're sitting here quietly, let's count from 21 to 30. Think silently from 21 to 25. "No outside conditions nor persons shall disturb my mental control." (Students count, and silently recall the expression, which is given by the teacher, after each count.) Now from 25 to 31 let us say aloud after each count: "Poise gives self-control."

Here is an illustration of a person who had self-control at the proper time:

A young man had to perform a violin solo at an important local concert. The

thought of the audience he had to face made him nervous, and as he walked across the platform he felt very uncomfortable. What do you think he did while the accompanist was playing the introduction to the solo?

S. Didn't look at the audience.

T. That would help, wouldn't it? What else?

S. He thought about something else.

T. That is exactly what he did. He was supposed to have mailed a very important business letter. As he thought in a flash of the consequences of his neglect, all his nervousness vanished and he played so well that he brought down the house.

S. Just what does this incident illustrate? That sometimes it is a good thing for people to forget themselves and think about something else.

T. Isn't it always a good thing for a person to forget himself? Things we want to forget can be put aside if we train ourselves to do so, and practice enough. Do any of you ever feel self-conscious?

S. Yes, I do. When I meet people, I never know what to say.

T. Let me suggest, Greet a person in a frank, general manner as you can. While he is talking, take note of his language, that is, how he expresses himself--the nature of his vocabulary, pronunciation etc.

S. What good will that do?

T. It will take your mind off yourself. If you find out you are succeeding in gaining command over your feelings, determine that you will influence the stranger, or the person who is talking to you. Control your facial muscles; see that your body is in perfect poise. Listen attentively to all he says.

S. Yes, but I can't think of anything to say to him.

- T. When you have to speak, look him steadily in the face, fixing your gaze on an imaginary dot on his nose, in a direct line with his eyes. This gives the effect of a steady gaze, and yet you avoid looking at his eyes.
- S. But I always blush when I meet a stranger. That's worse still.
- T. If you have such difficulty, you try the plan suggested. I'm sure it will help. Remember the vital point is to "think of him," not of yourself or what he may be thinking of you.

Let us continue to read "The Piper". Begin the part which brings in the conversation regarding the bargain between the Burgomeister and the Piper about the thousand guilders. Let us see who can make a good Piper, Burgomeister, and all the townspeople this morning. Who will volunteer?

- C. Let me be the Piper!

(The cast is selected and the students lose themselves in the parts. There are few blockings in the reading of the play.)

As a means of gaining self-confidence, power was stressed. Power in Nature served as illustrative material. Other illustrations of the use and application of Power as well as the procedure in presentation of this topic is shown in the following verbatim account of a lesson:

- T. (Class sitting in relaxed position). I feel calm. I express this calm in my slow easy speech. Every time I am relaxed, I build up the habit of poise and power which is so necessary in everything I do and say. (To class). It is hard to see which one is the most quiet. Let us do a little counting. We will say 21, and then think silently, "I Have Power"; 22, and again think silently, "I have power". Continue counting and recalling silently. Stop when you get to 30.

- C. Twen--ty--o-n-e (silent recall),  
I have pow--er! Twen--ty--two,  
I have pow--er!  
 (This is repeated, counting to 30,  
 with the silent recall of the ex-  
 pression.)
- T. Now that we have expressed ourselves  
thinking so much about power, let us  
 count from 31 to 40 saying aloud after  
 each number, I Feel Power!
- C. Thir--ty--o-n-e (aloud) I feel pow--er!  
 Thir--ty--two (with more power) I feel  
pow--er!  
 (This is continued; each count and ex-  
 pression being previously given by the  
 teacher in a slow, resonant, and power-  
 ful tone).
- T. To discuss this subject of power, we  
 might give as an illustration our first  
 attempt to ride a bicycle. Do you remem-  
 ber that?
- S. Yes, I remember.
- T. Did it take you long to learn?
- S. No. Balance was the hardest part.
- T. Behind the ability to balance yourself,  
 you had the power to try. You knew  
 you could learn, so you tried hard. The  
 power to believe in one's self may be  
 illustrated by an experience of mine. It  
 was necessary for me to walk a trestle  
 high above the mountain pines in a can-  
 yon below. At first I said I could not;  
 but finally I got the power of my own  
 conviction that it was possible, and so  
 I undertook it. I will admit that it  
 took about all the power I had, but I  
 succeeded.
- S. Dad had that happen to him once. He  
 had to ha--ang on the trestle until a  
 train went by.
- T. And what kept him from dropping? Just  
 his power! Power in his hands and arms,  
 but above all, the extreme power of  
 determination that he could hand on--  
 that was what saved him.

- T. Have you had other experiences that took power?
- C. Lots of times.
- S. I ju--mped in a t--ank once before I knew how to swim. I thought I had ju--mped into the shallow end of the t--ank. But I had made a mist--ake. I had to swim out.
- T. Sometimes we can apply our power to our school work. Let us talk about Stagefright. (Harriet gave me a shy glance). The more practice a person has in speaking, the more power he has. In a classroom, it may seem very hard to face the class at the beginning of the term. But as time goes on, we feel the ability or power to talk, and think of our classmates as one happy family. The more power we have, the easier it is for us.

What great men have you known or heard of who have shown power?

- C. Lincoln, Roosevelt, Wilson, Knute Rockne.
- T. Let's discuss Roosevelt. What did he do?
- S. Shot animals in South Africa when he was a boy and he determined to make himself strong.
- S. He was a leader of the Rough Riders, too.
- T. Another man is Edison. He has shown a great deal of power in making his success.
- S. Yes, he only sleeps about four hours.
- S. He worked his way up from a telegraph operator.
- T. In The Village Blacksmith is there power shown?
- S. Yes. In his arms.
- T. What else? Were there powerful words?
- C. (Cite words showing power).

- T. Let us read the poem to bring out these words with as much power as you think is necessary to convey the meaning.
- S. (Reads first stanza of poem).
- T. Good. Bert showed the power of the words very well. He had the power to read without a mistake too. You certainly did that well, Bert. Your reading shows a decided improvement. Having power is certainly helping you. Who would like to read next?
- S. "H--His H--Hair is cri--sp and bl--ack and l--ong etc. (much blocking)
- T. Your reading shows great improvement. Class, what would you suggest to Arnold so that he might read even better?
- S. Read slower.
- S. Picture what he is reading.
- T. Could you describe what you saw in this part Arnold read?
- S. The smith beating on the anvil.
- S. He kept up a steady beating.
- T. Have you ever looked in a blacksmith shop?
- S. Lots of times. There's one ou--out near the f--fair grounds.
- S. There was a blacksmith where I lived who used to make me rings from horse-shoe nails.
- (Students continue reading and commenting on poem.)
- T. Claude, that is by far the best you have ever read. By the way, I have a fine compliment for you from one of your teachers. She told me that you talked to her the other day without one hesitation. (Subject beams with pleasure).
- Have any of you any questions about

anything that has happened during the week? Any problems hard to face?

While a general technique was followed in meeting these various difficult situations, special treatment was necessary in each case; for in each one there was a definite set of ideas causing the speech blocking, for which new constructive ideas had to be substituted.<sup>1</sup>

Method of Administering Treatment Although group activities were of great value in the study, individual conferences revealed many items of much interest and importance. Questions based on mental hygiene, class-discussions were frequently asked, and interests and attitudes were more frankly expressed in individual conferences.<sup>2</sup>

The parents' co-operation was most helpful; for in nearly every case, they carried out suggestions regarding such items as the following: food, sleep, helping arrange for a physical examination, encouraging the stammerer to talk and to join social groups.

Besides excusing the student from oral recitations unless he volunteered information, the teachers were a good source in helping to note attitudes and interests, and abilities and disabilities; for in several instances such an item as an inferiority complex which might not have been discernible in

1 Reference to special treatment in each case is discussed in narratives concerning case studies.

2 Reference to case study narratives will reveal definite items learned through conferences.

the speech class, was easily detected in a regular class, such as physical education.

The school counselor, although he made no additional discoveries of any kind, served as a check on the other findings, and was a source of great encouragement in the many difficult situations which confronted the stammerer.

Fellow students with whom the subjects associated or even came in contact, as far as it was known, grew to be an aid; for the stammerer was able to prove to himself that as soon as he was friendly toward others, his friendships increased.

Employers, although they were not numerous, helped in supplying information regarding abilities and disabilities, and interests and attitudes.

The narratives which show the complete case studies follow in the next chapter.<sup>1</sup>

<sup>1</sup> For questionnaires answered in connection with each case, refer to Appendix correspondingly numbered to Subject; e.g. for questionnaire regarding Subject I, see Appendix I.



## Method of Procedure in the Case Studies

Any scientific study of an individual case must take into consideration both the original nature of the child and the environment which has influenced the development of that original nature. Under the head of inheritance we consider not only the gross physique, but intellectual capacity and emotional stability as well. Under the head of environment we must think of both the physical and social stimuli brought to bear upon the child.

If a child is not adjusted to his environment, there is clearly indicated the alternative that either the child must adjust himself, or the environment must be changed. Change in environment can be interpreted either as a modification of an existing environment, or as a complete transfer of the child to a new environment. Complete case studies show the child in his environment, past and present, and they often reveal where the main adjustments are to be made; whether in the child, in his home or school, or whether a removal of the child to an entirely new situation is indicated.

Reports were obtained from the case histories which were studied by means of the following reports: data supplied by the stammerer concerning his home and family, physical data, attitudes toward school subjects, reading interests, vocations; and data supplied by the home which gave information on the stammerer's physical condition, interests, abilities and disabilities. Following are specimen pages of the questionnaires.

INDIVIDUAL REPORT

Name in full \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ Place of birth \_\_\_\_\_

Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town pop.
			Under 500	500 to 2500
				Above 2500
1.				
2.				
3.				
4.				
5.				

Number of children in family \_\_\_\_\_ Brothers \_\_\_\_\_ Sisters \_\_\_\_\_

Which one of the children were you, i.e., 1st, 2nd? \_\_\_\_\_

Birth conditions \_\_\_\_\_

Age of father at time of your birth \_\_\_\_\_ Age of mother \_\_\_\_\_

Did any children die of neutral causes after 1 yr. of age? \_\_\_\_\_  
If so, give case, age, and cause.

What prolonged illnesses occurred in family? \_\_\_\_\_

Is father living? \_\_\_\_\_ If not, give cause of his death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.Is mother living? \_\_\_\_\_ If not, give cause of her death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.

If parents are divorced, or separated, what was your age at the time of their separation? \_\_\_\_\_.

In case of separation of parents, with whom have you lived? \_\_\_\_\_.

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_

Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_

Wear Glasses? \_\_\_\_\_ Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_

Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_

Rate of eating: (Underline) rapidly, moderately, slowly.

Hours of sleeping: Number in upper grades? \_\_\_\_\_ In high school? \_\_\_\_\_

Are hours of sleeping regular as to going to bed and in number? \_\_\_\_\_

Subject to colds? \_\_\_\_\_ How frequently? \_\_\_\_\_

Athletically inclined? \_\_\_\_\_

Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	:	:	:	:
Mumps	:	:	:	:
Whooping Cough	:	:	:	:
Chickenpox	:	:	:	:
Scarlet Fever	:	:	:	:
Tonsillitis	:	:	:	:
Diphtheria	:	:	:	:
Surgical Operations	:	:	:	:

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it.

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L 1(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

RELIGIOUS INTERESTS

Where possible, underline suitable answer.

[illegible]

Does mother attend religious services? regularly  
occasionally  
not at all

Is family worship in any form observed in your home?

daily  
weekly  
occasionally  
not at all

Which religious faith does your father profess?

Which religious faith does your mother profess?

Did you attend Sunday school, church, or equivalent services?

While in grade school

regularly  
occasionally  
not at all

While in high school do you attend regularly  
occasionally  
not at all

To what extent have you committed to memory, hymns, verses, and Bible passages?

Have you taught Sunday school classes, or similar classes? If so, to what extent?

Have any of your family, or ancestors, been engaged  
regularly in religious work?  
If so, what relatives, and work?

Additional information regarding religious interests, attitudes and activities.

### PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

L 1 ? d D-Roll hoops	L 1 ? d D-Cook a meal
L 1 ? d D-Spin tops	L 1 ? d D-Play with dolls
L 1 ? d D-Fly kites	L 1 ? d D-Play house
L 1 ? d D-Walk on stilts	L 1 ? d D-Play Sunday school
L 1 ? d D-Ride bicycle	L 1 ? d D-Play school
L 1 ? d D-Skate	L 1 ? d D-Play store
L 1 ? d D-Hike	L 1 ? d D-Put on a show
L 1 ? d D-Do garden work	L 1 ? d D-Dominoes
L 1 ? d D-Shoot	L 1 ? d D-Crokinole
L 1 ? d D-Fish	L 1 ? d D-Tiddlewinks
L 1 ? d D-Swim	L 1 ? d D-Guessing games
L 1 ? d D-Ride horseback	L 1 ? d D-Cards (Playing)
L 1 ? d D-Row a boat	L 1 ? d D-History cards
L 1 ? d D-Use tools	L 1 ? d D-Geography cards
L 1 ? d D-Work with machinery	L 1 ? d D-Charades
L 1 ? d D-Drive an auto	L 1 ? d D-Anagrams
L 1 ? d D-Play tag	L 1 ? d D-Anty over
L 1 ? d D-Ring around a rosy	L 1 ? d D-Prisoner's base
L 1 ? d D-London Bridge	L 1 ? d D-Snap the whip
L 1 ? d D-Farmer in the dell	L 1 ? d D-Tug of war
L 1 ? d D-Hide and seek	L 1 ? d D-Jump the rope
L 1 ? d D-Hopscotch	L 1 ? d D-Fox and geese
L 1 ? d D-Drop the H'dkf.	L 1 ? d D-Shinny
L 1 ? d D-Puss in corner	L 1 ? d D-Dance
L 1 ? d D-Marbles	L 1 ? d D-Take care of child
L 1 ? d D-Croquet	L 1 ? d D-Checkers
L 1 ? d D-Baseball	L 1 ? d D-Chess
L 1 ? d D-Racing and jumping	L 1 ? d D-Organize games
L 1 ? d D-Handball	L 1 ? d D-Organize a club
L 1 ? d D-Tennis	L 1 ? d D-Girl scout work
L 1 ? d D-Volleyball	L 1 ? d D-Make speeches
L 1 ? d D-Basketball	L 1 ? d D-Go to parties
L 1 ? d D-Do plain sewing	L 1 ? d D-Make booklets
L 1 ? d D-Knit, do fancy work	L 1 ? d D-Publish Papers

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L 1 ? d D-Save large part of money earned
- L 1 ? d D-Be popular
- L 1 ? d D-Be criticized
- L 1 ? d D-Take physical exercise
- L 1 ? d D-Make use of prayer
- L 1 ? d D-Take part in community work and activities
- L 1 ? d D-Rely upon memory
- L 1 ? d D-Do mental work (study)
- L 1 ? d D-Be a success in society
- L 1 ? d D- Be supervised
- L 1 ? d D-Keep appointments to the minute
- L 1 ? d D-Be among upper 10% of classmates
- L 1 ? d D-Play with small children
- L 1 ? d D-Play with others about your own age
- L 1 ? d D-Plan daily work
- L 1 ? d D-Strictly carry out daily plan
- L 1 ? d D-Do religious work
- L 1 ? d D-Purposely make many friends
- L 1 ? d D-Do physical work
- L 1 ? d D-Conform to style in personal dress
- L 1 ? d D-Work under strict requirements
- L 1 ? d D-Be imaginative
- L 1 ? d D-Feel your own importance
- L 1 ? d D-Be loyal to school program
- L 1 ? d D-Rely upon being directed
- L 1 ? d D-Be restricted in recreations and amusements



# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page\_\_\_\_)

L 1 ? d D-Reading	L 1 ? d D-Spanish
L 1 ? d D-Arithmetic	L 1 ? d D-General Science
L 1 ? d D-Spelling	L 1 ? d D-Biology
L 1 ? d D-Writing	L 1 ? d D-Physics
L 1 ? d D-Language	L 1 ? d D-Chemistry
L 1 ? d D-Grammar	L 1 ? d D-Zoology
L 1 ? d D-U. S. History	L 1 ? d D-Botany
L 1 ? d D-Geography	L 1 ? d D-Bookkeeping
L 1 ? d D-Hygiene	L 1 ? d D-Shorthand
L 1 ? d D-Civics	L 1 ? d D-Typing
L 1 ? d D-Vocal Music	L 1 ? d D-Mechanical Drawing
L 1 ? d D-Inst. Music	L 1 ? d D-Free. Drawing
L 1 ? d D-Algebra	L 1 ? d D-Woodworking
L 1 ? d D-Geometry	L 1 ? d D-Sewing
L 1 ? d D-Composition	L 1 ? d D-Cooking
L 1 ? d D-Literature	L 1 ? d D-Physical Training
L 1 ? d D-Journalism	L 1 ? d D-Folk Dancing
L 1 ? d D-Latin	L 1 ? d D-Nature Study
L 1 ? d D-German	L 1 ? d D-Modeling
L 1 ? d D-French	L 1 ? d D-Painting
	L 1 ? d D-_____

Hours spent daily in home study: (encircle)

in upper elementary grades  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3

in high school  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3  $3\frac{1}{2}$  4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study.

List kind and number of each kind of musical instrument in your home.

SCHOOL INTERESTS

At what age did you begin to read? \_\_\_\_\_

Begin to work with numbers? \_\_\_\_\_

Before entering school, could you read? \_\_\_\_\_ Work  
with numbers? \_\_\_\_\_ Write name and a few short words? \_\_\_\_\_

At what age did you enter public or private school? \_\_\_\_\_

In what grade did you enter public or private school? \_\_\_\_\_

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

Pub.:	Pri.:	No. Pupils	Pub.:	Pri.:	No. Pupils
1st _____	_____	_____	7th _____	_____	_____
2nd _____	_____	_____	8th _____	_____	_____
3rd _____	_____	_____	9th _____	_____	_____
4th _____	_____	_____	10th _____	_____	_____
5th _____	_____	_____	11th _____	_____	_____
6th _____	_____	_____	12th _____	_____	_____

How many years did you attend a one-room rural school? \_\_\_\_\_

Are you regular in attendance at school? \_\_\_\_\_ if not,  
to what extent irregular and why?

Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferent

Are you tardy in getting to school?  
(underline) regularly  
occasionally  
not at all

Have you disliked to go to school at any time? \_\_\_\_\_ If so,  
when and to what extent?

Have you disliked your teachers at any time? \_\_\_\_\_ If so,  
at what age or grade and to what extent?

Were you ever punished severely in school? \_\_\_\_\_ If so,  
describe briefly the punishments and frequencies.

What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.

## Reading Interests

90

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
From 10 to 25 \_\_\_\_\_  
From 25 to 50 \_\_\_\_\_  
From 50 to 100 \_\_\_\_\_  
From 100 to 500 \_\_\_\_\_  
Above 500 \_\_\_\_\_

### TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L 1 ? d D-Fairy tales, folk tales, Classic Myths
- L 1 ? d D-Nature and animal stories
- L 1 ? d D-History, biography, and travel
- L 1 ? d D-Science
- L 1 ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine)
- L 1 ? d D-Stories of home and school life
- L 1 ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine)
- L 1 ? d D-Poetry and drama
- L 1 ? d D-Children Encyclopedias
- L 1 ? d D-Informational fiction, including the classics  
(Such as Shakespeare)
- L 1 ? d D-Emotional fiction (popular novel and love story)
- L 1 ? d D-Current magazine articles (listing in margin,  
magazines you read)
- L 1 ? d D-Youth's Companion and similar papers
- L 1 ? d D-Sunday school papers
- L 1 ? d D-Daily newspapers

List your five favorite books in order of preference:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

CHOICE OF VOCATION

91.

What vocations have you seriously contemplated entering?

At what age?

- 1.
- 2.
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision?

Show the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence)

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school?

While attending high school?

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations.

Do you belong to a fraternity or similar social organization?

JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
1. _____			
2. _____			
3. _____			
4. _____			

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress

Saleslady in a store

Stenographic work

Clerical work

Teaching

Banker

Doctor

Dentist

Engineer

Secretarial work

Nursing

Welfare or social work

Librarian

Insurance

Fireman

Broker

Minister

Aviator

# HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding \_\_\_\_\_ as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes  
(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes  
(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes  
(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents \_\_\_\_\_  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....3.....4.....5.....?  
Overweight for age      AV.      Underweight for age
2. Health  
.....1.....2.....3.....4.....5.....?  
Very healthy      AV.      Sickly
3. Physical Activity  
.....1.....2.....3.....4.....5.....?  
Very athletic      AV.      Non-athletic
4. Posture  
.....1.....2.....3.....4.....5.....?  
Erect, very straight      AV.      Stooped
5. Hearing  
.....1.....2.....3.....4.....5.....?  
Very acute in hearing      AV.      Hard of hearing
6. Eyesight  
.....1.....2.....3.....4.....5.....?  
Very keen vision      AV.      Indistinct vision
7. Regularity of eating  
.....1.....2.....3.....4.....5.....?  
Eats much between meals      AV.      Never eats between meals
8. Rate of eating  
.....1.....2.....3.....4.....5.....?  
Eats very rapidly      AV.      Eats very slowly
9. Use of milk  
.....1.....2.....3.....4.....5.....?  
Strong Liking      AV.      Dislikes
10. Use of tea and coffee  
.....1.....2.....3.....4.....5.....?  
Uses one or both to      AV.      Uses neither  
                                 excess
11. Use of meats  
.....1.....2.....3.....4.....5.....?  
Strong Liking      AV.      Dislikes

12. Use of fresh vegetables  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Does not sing



26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Shrinks
- 
57. Desire for stylish clothes  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....2.....3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes

## 67. Emotional Attitudes

.....1.....2.....3.....4.....5.....?  
 Strong AV. None

## 68. Sympathy and tenderness

.....1.....2.....3.....4.....5.....?  
 Strong AV. Lack

## 69. Conscientiousness

.....1.....2.....3.....4.....5.....?  
 Strong AV. Lack

## 70. Desire to know

.....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack

## 71. Adjustability to school life and its requirements

.....1.....2.....3.....4.....5.....?  
 Perfect AV. None

## 72. Ability to express ideas

.....1.....2.....3.....4.....5.....?  
 Strong AV. Blunders

## 73. Common sense

.....1.....2.....3.....4.....5.....?  
 Strong AV. lacks

## 74. General intelligence

.....1.....2.....3.....4.....5.....?  
 High AV. Low

## 75. Personality

.....1.....2.....3.....4.....5.....?  
 Strong AV. Weak

## 76. Perseverance

.....1.....2.....3.....4.....5.....?  
 Strong AV. None

## 77. Desire to excel

.....1.....2.....3.....4.....5.....?  
 Strong AV. None

## 78. Freedom from egotism

.....1.....2.....3.....4.....5.....?  
 Strong AV. Vain

## 79. Attractiveness to persons of opposite sex

.....1.....2.....3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
81. Generosity  
 .....1.....2.....3.....4.....5.....?  
 Great AV. Selfish
82. Emotional attitudes  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
83. Check the emotional states to which he is especially  
 subject: Brief comments would be welcomed.)
- Fear..... Anger.....
- Joy, Laughter..... Love, Affection.....
- Hate, Aversion..... Disgust, Scorn, Contempt.....
- Worry, Moodiness.... Envy, Jealousy.....
84. What conditions, or factors, in his home may have  
 influenced him to choose.....  
 as a profession?
85. What traits, or qualities, does he manifest as a pupil  
 that indicates he might succeed in a chosen vocation.  
 (Include qualities in dramatics, music, art, use of  
 imagination, self-control, honesty, moral courage,  
 sense of humor, cheerfulness, etc.)
86. Please give such additional information as you can  
 that will throw light upon his general condition as  
 a stammerer. What suggestions can you make to help  
 him overcome his hesitations in speech?

To learn the interests and attitudes of the stammerers, an attitude test was given each one. A copy follows.

### ATTITUDE ANALYSIS BLANK<sup>1</sup>

Directions The questions on this blank are intended to indicate your interests and attitudes. It is not an intelligence test, nor are there any right or wrong answers.

In front of each question you will find; Yes No ?

If your answer is "Yes" draw a circle around the "Yes".

If your answer is "No" draw a circle around the "No".

If you are entirely unable to answer either "Yes" or "No" to the question; then draw a circle around the question mark.

1. Yes No ? Does it make you uncomfortable to be "different" or unconventional?
2. Yes No ? Do you day-dream frequently?
3. Yes No ? Do you usually work things out for yourself rather than get someone to show you?
4. Yes No ? Have you ever crossed the street to avoid meeting some person?
5. Yes No ? Can you stand criticism without feeling hurt?
6. Yes No ? Do you ever give money to beggars?
7. Yes No ? Do you prefer to associate with people who are younger than yourself?
8. Yes No ? Do you often feel just miserable?
9. Yes No ? Do you dislike finding your way about in strange places?
10. Yes No ? Are you easily discouraged when the opinions of others differ from your own?
11. Yes No ? Do you try to get your own way even if you have to fight for it?
12. Yes No ? Do you blush very often?
13. Yes No ? Do athletics interest you more than intellectual affairs?
14. Yes No ? Do you consider yourself a rather nervous person?
15. Yes No ? Do you usually remonstrate with an intruder who steps in front of you in a line of people?
16. Yes No ? Have you ever tried to argue or bluff your way past a guard or doorman?
17. Yes No ? Are you much affected by the praise or blame of many people?

<sup>1</sup> Rob't G. Bernreuter, (Stanford University), 1930, Attitude Analysis Blank.

18. Yes No ? Are you touchy on various sub-jects?
19. Yes No ? Do you frequently haggle over prices with tradesmen or junkmen?
20. Yes No ? Do you feel self-conscious in the presence of superiors in the academic or business world?
21. Yes No ? Do ideas often run through your head so that you can not sleep?
22. Yes No ? Are you slow in making decisions?
23. Yes No ? Do you think you could become so absorbed in creative work that you would not notice a lack of intimate friends?
24. Yes No ? Are you troubled with shyness?
25. Yes No ? Are you inclined to study the motives of other people carefully?
26. Yes No ? Do you frequently feel grouchy?
27. Yes No ? Do your interests change rapidly?
28. Yes No ? Are you very talkative at social gatherings?
29. Yes No ? Do you ever heckle or question a public speaker?
30. Yes No ? Do you very much mind taking back articles you have purchased to stores?
31. Yes No ? Do you see more fun or humor in things when you are in a group than when alone?
32. Yes No ? Do you prefer travelling with someone who will make all the necessary arrangements to the adventure of travelling alone?
33. Yes No ? Would you rather work for yourself than carry out the program of a superior whom you respect?
34. Yes No ? Can you usually express yourself better in speech than in writing?
35. Yes No ? Would you dislike any work which might take you into isolation for a few years, such as forest ranging, etc?
36. Yes No ? Have you ever solicited funds for a cause in which you were interested?
37. Yes No ? Do you usually try to avoid dictatorial people?
38. Yes No ? Do you find conversation more helpful in formulation of your ideas than reading?
39. Yes No ? Do you worry too long over humiliating experiences?
40. Yes No ? Have you ever organized any clubs, teams, or other groups on your own initiative?
41. Yes No ? If you see an accident do you quickly take an active part in giving aid?
42. Yes No ? Do you get stagefright?
43. Yes No ? Do you like to bear responsibilities alone?

44. Yes No ? Have books been more entertaining to you than companions?
45. Yes No ? Have you ever had spells of dizziness?
46. Yes No ? Do jeers humiliate you even when you know you are right?
47. Yes No ? Do you want someone to be with you when you receive bad news?
48. Yes No ? Does it bother you to have people watch you at work even when you do it well?
49. Yes No ? Do you often experience periods of loneliness?
50. Yes No ? Do you usually try to avoid arguments?
51. Yes No ? Are your feelings easily hurt?
52. Yes No ? Do you usually prefer to do your own planning alone rather than with others?
53. Yes No ? Do you find that telling others of your own personal good news is the greatest part of the enjoyment of it?
54. Yes No ? Do you often feel lonesome when you are with other people?
55. Yes No ? Are you thrifty and careful about making loans?
56. Yes No ? Are you careful not to say things to hurt other people's feelings?
57. Yes No ? Are you easily moved to tears?
58. Yes No ? Do you ever complain to the waiter when you are served inferior or poorly prepared food?
59. Yes No ? Do you find it difficult to speak in public?
60. Yes No ? Do you ever rewrite your letters before mailing them?
61. Yes No ? Do you usually enjoy spending an evening alone?
62. Yes No ? Do you make new friends easily?
63. Yes No ? If you are dining out do you prefer to have someone else order dinner for you?
64. Yes No ? Do you usually feel a great deal of hesitancy over borrowing an article from an acquaintance?
65. Yes No ? Are you greatly embarrassed if you have greeted a stranger whom you have mistaken for an acquaintance?
66. Yes No ? Do you find it difficult to get rid of a salesman?
67. Yes No ? Do people ever come to you for advice?
68. Yes No ? Do you usually ignore the feelings of others when accomplishing some end which is important to you?
69. Yes No ? Do you often find that you can not make up your mind until the time for action has passed?



70. Yes No ? Do you especially like to have attention from acquaintances when you are ill?
71. Yes No ? Do you experience many pleasant or unpleasant moods?
72. Yes No ? Are you troubled with feelings of inferiority?
73. Yes No ? Does some particularly useless thought keep coming into your mind to bother you?
74. Yes No ? Do you ever upbraid a workman who fails to have your work done on time?
75. Yes No ? Are you able to play your best in a game or contest against an opponent who is greatly superior to you?
76. Yes No ? Have you frequently appeared as a lecturer or entertainer before groups of people?
77. Yes No ? Are people sometimes successful in taking advantage of you?
78. Yes No ? When you are in low spirits do you try to find someone to cheer you up?
79. Yes No ? Can you usually understand a problem better by studying it out alone than by discussing it with others?
80. Yes No ? Do you lack self-confidence?
81. Yes No ? Does admiration gratify you more than achievement?
82. Yes No ? Are you willing to take a chance alone in a situation of doubtful outcome?
83. Yes No ? Does your ambition need occasional stimulation through contact with successful people?
84. Yes No ? Do you usually avoid asking advice?
85. Yes No ? Do you consider the observance of social customs and manners an essential aspect of life?
86. Yes No ? If you are spending an evening in the company of other people do you usually let someone else decide upon the entertainment?
87. Yes No ? Do you take the responsibility for introducing people at a party?
88. Yes No ? If you came late to a meeting would you rather stand than take a front seat?
89. Yes No ? Do you like to get many views from others before making an important decision?
90. Yes No ? Do you try to treat a domineering person the same way he treats you?
91. Yes No ? Does your mind often wander so badly that you lose track of what you are doing?
92. Yes No ? Do you ever argue a point with an older person whom you respect?

93. Yes No ? Do you have difficulty in making up your mind for your self?
94. Yes No ? Do you ever take the lead to enliven a dull party?
95. Yes No ? Would you "have it out" with a person who spread untrue rumors about you?
96. Yes No ? At a reception or tea do you feel reluctant to meet the most important person present?
97. Yes No ? Do you find that people are more stimulating to you than anything else?
98. Yes No ? Do you prefer a play to a dance?
99. Yes No ? Do you tend toward non-conformity in your political, religious, or social beliefs?
100. Yes No ? Do you prefer to be alone at times of emotional stress?
101. Yes No ? Do you usually prefer to work with others?
102. Yes No ? Do you usually work better when you are praised?
103. Yes No ? Do you have difficulty in starting a conversation with a stranger?
104. Yes No ? Do your feelings alternate between happiness and sadness without apparent reason?
105. Yes No ? Are you systematic in caring for your personal property?
106. Yes No ? Do you worry over possible misfortunes?
107. Yes No ? Do you usually prefer to keep your feelings to yourself?
108. Yes No ? Can you stick to a tiresome task for a long time without someone prodding or encouraging you?
109. Yes No ? Do you get as many ideas at the time of reading a book as you do from a discussion of it afterwards?
110. Yes No ? Do you usually face your troubles alone without seeking help?
111. Yes No ? Have you been the recognized leader (president, captain, chairman) of a group within the last five years?
112. Yes No ? Do you prefer making hurried decisions alone?
113. Yes No ? If you were hiking with a group of people, where none of you knew the way, would you probably let someone else take the full responsibility for guiding the party?
114. Yes No ? Are you troubled with the idea that people on the street are watching you?

- 115. Yes No ? Are you often in a state of excitement?
- 116. Yes No ? Are you considered to be critical of other people?
- 117. Yes No ? Do you usually try to take added responsibilities on yourself?
- 118. Yes No ? Do you keep in the background at social functions?
- 119. Yes. No ? Do you greatly dislike being told how you should do things?
- 120. Yes No ? Do you feel that marriage is essential to your present or future happiness?
- 121. Yes No ? Do you like to be with people a great deal?
- 122. Yes No ? Can you be optimistic when others about you are greatly depressed?
- 123. Yes No ? Does discipline make you discontented?
- 124. Yes No ? Are you usually considered to be indifferent to the opposite sex?
- 125. Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?

Contacts were made and information was gathered from this data, plus the class work, individual conferences, home visits, reports on scholastic attainment, cooperation of others including teachers, other students, and employers. The case studies, based on information gathered in all these various ways, were written according to the following divisions: The Subject, The Family, The Subjects' History, History of Subjects' Stammering Condition, Latest Study of the Subject. From this material, summaries were made regarding the cases.

CHAPTER VI  
CASE STUDIES OF SUBJECTS

SUBJECT I  
(Claude Gregory)

When Claude Gregory came to the speech class the first day, it was with lowered head, cowed expression, drooped shoulders, and a nervous, faltering step. His eyes blinked rapidly as he tried in vain to raise his head to speak; perspiration stood out in beads all over his forehead; his neck grew scarlet. Not a word could Claude utter. Blocking was complete.

At the first private conference, Claude could not speak his name nor those of his two brothers. His head and shoulders drooped in extreme dejection. After the speech teacher had worked with him about ten minutes, he finally relaxed--outwardly at least, and before the end of the half-hour period, he had uttered several words in rapid jerky breaths. Blocking seemed to extend as far as the diaphragm. He left without a smile, but nodded assent that he would return the following Monday.

The next visit was easier in every way. He relaxed more quickly, tried to speak as he exhaled, and was able to explain briefly, though hesitatingly, how to get to his home eight miles away.

After several such conferences, and attendance in speech class, faint rays of hope began to replace those of utter despair. Progress was gradual. His sad expression was

replaced by dimpled smiles, his severe case of tics was greatly modified, and he became able to read whatever the rest of the class did. He was a more social being. Following were the steps taken to arrive at an understanding of Claude's problem and the improving of it.

### THE FAMILY

In a small but neat farm house was a congenial family consisting of father, mother, and three sons.

Mr. Gregory, a robust stocky man of about forty-five, tended his small farm. His kindly disposition toward his family was shown in every way. His understanding of his son's predicament, however, was very vague at first; for example, one of his remarks was, "I often have to laugh at Claude when he tries so hard to say something and can't."

Mrs. Gregory showed the same calm manner as her husband. She spoke intelligently, with more authority, and greater understanding. She admitted, however, that Claude often beat his head on the floor, or lay on the floor and kicked when he could not speak. His tantrums were extreme. "Claude does not confide in me the least bit. He keeps everything to himself." Mrs. Gregory also stated that she tried to get her boy to reduce his chattering to quiet, calm speech. She never laughed at him, nor was it characteristic of the rest of the family to do so.

The older brother, Jack, a seventeen year old high school senior, was not a "pal" to the stammerer. Jack's disposition was one of the sunniest anyone could imagine. Perhaps because

of his being country-bred, without close neighbors, intimate friends, or associates, he showed a certain amount of timidity. His grades in school were better than average. His intelligence quotient on the Terman group test was 130.

The younger boy, Bill, was nine years old and in the fourth grade. He too was more shy than the average fourth grader in a city school; nevertheless he spoke freely and unfalteringly.

All three boys attended the same grammar school in which the total enrollment was about thirty students.

The health of the family was good. There were no prolonged illnesses nor congenital diseases.

#### SUBJECT'S HISTORY

Claude's birth conditions were normal, his parents were healthy individuals of apparently more than average intelligence--these factors were greatly in his favor.

During Claude's early years, there were no illnesses or setbacks in any way. At the age of five, he had whooping cough; at the age of nine, chickenpox; and at the age of twelve, mumps. There were no lasting effects from any of these illnesses. Claude had no accidents to his head, shoulders, collar-bone, arms, or hands. Aside from an occasional cold, his physical condition was excellent.

The social side of Claude's life was sadly neglected. Having lived in the same quiet country place all his life, his contacts with others than the family were few. Because the

family had no car to drive, until Claude went to high school, he was not given so much as an occasional opportunity to be in town. Children visiting the family immediately found out that he stammered. Just as soon as one laughed at him when he tried to speak, in to the house he bounded and remained until his visitors had departed. As he grew older, his attitude toward his inability to express himself changed little. He ventured, however, to go to a grammar school program; and although he associated but little with the other children, Claude enjoyed himself in his own queer way. His mother said that that kind of entertainment furnished his outstanding pleasure and source of conversation, both before and afterward. Up to this last year his social life had been much the same. Although he enjoyed his school work, he did not associate with others. Due to the fact that his brother had a different lunch hour, Claude usually ate alone.

His education was interesting. At the age of two he was able to distinguish several letters. By the time he was four years of age he could count 200 backward or forward. His mother did not teach him to read because she heard, "Teachers don't like for children to be taught to read before they start school." But he did know how to make his figures and could recognize several words. Entering school at the age of six, Claude's advancement was very rapid. In six and one-half years attendance at the small, country grammar school, he was given two double promotions and graduated at the age of eleven.

Some of his play and activity interests in grammar school<sup>1</sup>

<sup>1</sup> Appendix I

are noted. He liked very much to fly kites, play hide-and-seek, marbles, ante-over, prisoner's base, and snap the whip. He liked best to spin tops, ride a bicycle, play dominoes, or engage in guessing contests.

His reading interests in grammar school favored books dealing with nature and animal stories, as well as magazines such as the Youth's Companion. His dislikes in reading were limited to poetry and drama.

His teachers, except the first one (about whom we shall hear more later), were very fond of him and showed him every kindness, and all consideration.

Being thrown into a large high school at such an early age, among total strangers, was a great emotional shock to Claude. Apparently, his brother Jack helped him little in making any adjustment. Nevertheless Claude said, "I like high school even better than grammar school." He took a commercial course. Following is a list of high school subjects and the grades he received:

#### Freshman Year

	1	2	3	4	Av.	Cr.
English	B	B	B	B	B	1
Junior Bus. Training	C	C	C	D	C	1
Mathematics	C	B	A	B	B	1
Economic Geography	C	B	A	C	B	1
Penmanship	F	D	-	-	-	$\frac{1}{4}$
Physical Education	B	B	C	C	C	$\frac{1}{4}$



## Sophomore Year

	1	2	3	4	Av.	Cr.
English	B	B	B	B	B	1
General Science	B	B	B	B	B	1
Typing	B	D	C	B	C	1
Bookkeeping	B	B	B	B	B	1
Physical Education	B	C	B	B	B	$\frac{1}{2}$

He was greatly disappointed because his older brother received higher grades in typing. Claude was told that his lower grade was due to his lack of "accuracy" and "speed."

Claude enjoyed his teachers very much. Each one tried to encourage him just as much as possible. Added responsibilities, such as helping set up laboratory equipment, or doing other things he enjoyed, were given him. In writing a list of things that made him happy, Claude included, "To finish an exercise in bookkeeping before the rest did. To make something I read about in a scientific magazine, and have it a success." In the first half of his general science course, he had a very kind, understanding teacher who said his grade would have been an "A" in the second quarter if he had been able to express himself orally; but "his only attempted mode of expression to the class was by means of large and most elaborate charts which he made and explained by pointing."

## HISTORY OF SUBJECT'S STAMMERING CONDITION

Although Claude's early life was quite precocious, he showed no signs of stammering until his first year at school. His first grade teacher had no previous teaching experience,

and probably did not sense the timidity of her small pupil. Soon Claude became so frightened that he would not talk at all. Force, in the way of whippings, was her next resort. The parents did not know for some time that anything had gone wrong, for Claude said nothing. The die was cast. Obviating all inducements in school to try to talk distinctly, Claude stammered.

From all observations, the subject was apparently a right-handed person; for example, he used his right hand to write, to feed or dress himself, or to pitch a baseball.

In the third grade his teacher told him she would allow him to take part in a Christmas program if he could learn to recite a poem without hesitating. Evidently, correct tactics and proper encouragements were used, for Claude performed perfectly.

For several years his stammering condition seemed improved. But the summer before he entered high school, his stammering grew worse. Listening to his brother talk, and using vivid imagination, made the anticipation of attending a school of 2400 students with more than 100 teachers almost more than he could bear. His nervousness over the contemplated change of environment increased markedly, and his stammering became correspondingly bad. "Last summer just before Claude entered his sophomore year I noticed that his stammering was worse again," said Mrs. Gregory. He was again dreading to face the situation. This brought his history of stammering up to the time he entered the speech class. The only "treatments" he had

up to that time were by a Christian Science practitioner. Each time a treatment was given, there was "temporary relief."

In answer to the question in the home report questionnaire regarding the parents' opinion of how the subject's hesitation in speech might be helped, the following reply was given: "Claude never stammered until after he began to attend school. He was very shy, and his first teacher was very severe in manner. The best help in overcoming the difficulty seems a great interest in his lessons, which he has. Kindness of teachers is a help to him."

#### LATEST STUDY OF THE SUBJECT

Physically, Claude appeared extremely well and was developing as a normal thirteen year old, entering the pubescent stage. He had good color, bright eyes, clear skin, and lustrous dark curly hair. At the time of the last examination, he was five feet, five inches tall and weighed 118 pounds. His tics had disappeared, to a very great degree.

The subject's eating and sleeping habits were regular. "He retires strictly at nine o'clock," asserted Mr. Gregory, "and sleeps undisturbed about ten hours." "He never tires of milk, which we have in abundance because of our dairy," claimed Mrs. Gregory. He enjoyed eating fruit, vegetables, and other foods that a sensible mother knew how to prepare in a balanced diet. He ate moderately rapidly.

Claude's play and activity interests included fishing, swimming, the use of tools--he wanted to take wood-working as

his brother had done at school--baseball, basketball and jumping. He was doubtful about being interested in "organizing games and being a leader." On the ranch, however, he took great delight in a vegetable garden and in helping raise turkeys. "I liked to talk to her about the turkeys," admitted Claude to his mother, referring to the visiting teacher.

In an attitude analysis test, Claude showed he was a normal person. Occasionally some of his statements were contradictory, but for the most part, he judged himself quite correctly--unless he was using "compensation." He gave the impression that he was willing to do more than his share of work; and that he had initiative. He had ideas that ran through his head so that he could not sleep. Upon being questioned about the nature of the ideas, the stammerer refused an answer. He agreed that he lacked self-confidence. His admission of the fact that he would "rather stand" (if he comes late to a meeting) "than take a front seat" was quite typical of most of his attitudes. When he first came to speech class, he invariably slipped into the first available chair. Later he was not so particular. The boy still admits that he would rather "face his trouble alone, even though he cannot make up his mind until the time for action has passed."

In looking over the list of interests and attitudes as he checked them, it was found that Claude liked very much to rely on his memory, keep appointments to the minute, study in order to excel in the upper ten percent of his classmates, plan his own daily work, be imaginative, and be loyal to the school

program.

The subject admitted that he preferred people his own age; he liked to make friends, do physical work, be a success in society; and he liked to feel his own importance in out-of-school activities. On the other hand, he indicated that he was still indifferent toward being popular and toward taking part in community work and activities. He disliked being supervised closely and playing with small children, except his younger brother.

There continued to be little opportunity for social interests outside of school, for most of the time was spent on the ranch. "I'll bet those boys haven't been to a theater for a year. They don't seem to care to go." Such was the statement of Mr. Gregory which was contradicted and corrected by his wife to the effect that the boys did enjoy going, but the chances afforded them were very rare.

Claude's attitude toward his school subjects<sup>1</sup> indicated that his "likes" overbalanced his "dislikes." The only subject Claude disliked was grammar. In elementary school he spent about half an hour in home study, but more recently he spent an hour and a half. Claude showed no special ability, but he enjoyed the radio in his home.

His reading interests were varied.<sup>2</sup> Although the home library was very limited, he got books from other sources.

<sup>1</sup> Appendix I

<sup>2</sup> Ibid.

His greatest likes were for nature and animal stores, and the daily newspaper; and such magazines as Youth's Companion. The only kind of reading he disliked was stories of home and school life; he claimed to be indifferent toward history, biography, and travel. He gave as his favorite books Robinson Crusoe, Swiss Family Robinson, Castaway Island, and Boy Scout Series. He enjoyed following plans for creating or building suggested in scientific magazines, for example, he recently made a model row-boat. "On a Saturday he will work all day on one thing," said Mr. Gregory.

Claude had not enough experience to know what vocation he should follow.<sup>1</sup> He listed "bookkeeper" as his preference. In giving his estimate of different vocations in order of preference, he selected 1 - stenographic work 2 - clerical work 3 - engineer 4 - banking.

#### HOME VISITS

Home visits revealed several items not already discussed. The first visit was carefully planned in the following way: "Claude, if your mother will be home Thursday afternoon at four o'clock let me know that it will be agreeable for me to come, by nodding your head when I ask you at speech class tomorrow." The assenting nod was given, and the trip was made.

After a good deal of knocking at the door, Mrs. Gregory appeared. "My boy did not tell me you were coming. He never confides in me. I don't know that I am agreeable to his

<sup>1</sup> Appendix 1

attending the speech class; but come in, and we will talk it over. He has been worse lately." So saying, Mrs. Gregory, much agitated, excused herself long enough to wash the pie-dough from her hands and to remove her kitchen apron. An informal discussion of the benefits of Christian Science opened the conversation. When she found out that the visiting teacher thought an adjustment of her son's mental attitude was necessary, Mrs. Gregory consented for the boy to continue work in the speech class. After talking about half an hour, the rest of the visit was spent exploring the ranch with Claude-- at the same time trying to interest him in talking about the turkeys, cows, grapes, or the making of packing boxes.

Each home visit was most worth while in bringing results. Following are additional items of information gathered from the home report questionnaire.<sup>1</sup> The subject was very sympathetic, had a very strong curiosity, was very greatly interested in machinery or tools, was very studious, was very sensitive to personal comment, was very original in the power of action, and was fearful if he must talk to people. His mother said, "He likes to be appreciated; and likes to have a good time, but is quiet about it." His parents agreed that Claude had such a liking for figures, they believed office work is the profession they would suggest his following.

Following, is a conversation between the school counselor and the subject:

Q: How do you find work in speech class?  
Does it help you?

<sup>1</sup> Appendix I

A: I think so.

Q: What is your difficulty in speaking?

A: No answer.

Q: When did it start?

A: I don't know.

Q: Do you have work at home?

A: Yes.

Q: What do you do in the morning?

A: No answer.

Q: Do you have anything to do in the evening?

A: Yes.

Q: What do you do?

A: No answer.

Q: How long does it take you?

A: No answer.

Q: Do you have a dog?

A: Yes.

Q: What kind of dog?

A: No answer.

Q: What study do you like best?

A: No answer.

Q: Do the teachers ask you to talk with other pupils?

A: No answer.

Q: Do they excuse you?

A: Yes.

Q: Does your speech teacher excuse you?

A: No answer.

Q: Do you read any of your history or other subjects in the speech class?

A: No answer.

Q: Are there times when it doesn't bother you at all?

A: Sometimes.

Q: What times?

A: No answer.



Q: Have you brothers and sisters?  
A: No answer.

Q: Do you belong to any clubs?  
A: No.

Q: What kind of books do you read?  
A: No answer.

Q: Do you like "The Crisis?"  
A: Yes.

Q: Did you see the moving picture  
"Abraham Lincoln?"  
A: No.

Q: What do you do to overcome your  
trouble?  
A: No answer.

Q: Do you understand that it can be  
overcome?  
A: Yes.

Q: What do you do to overcome it?  
A: I don't know.

Q: What kind of grade did you make last  
semester in English?  
A: "B."

Q: Did your speech teacher give you a  
grade?  
A: No answer.

Q: Do you talk much at home?  
A: Quite a lot.

The counselor drew the following conclusions from a thorough investigation of the case, and from the above interview:

Very pronounced case of nerve blocking--not physical speech defect--home conditions very adverse for carrying on systematic improvement--has doubtless developed pronounced inferiority complex--natural ability prompts some compensation--would not answer some of the simplest questions which were impersonal--does not talk much at home--father makes fun of him--family Christian Scientists. Advised: to study lessons thoroughly; make careful

plans for recitations and for sentences of conversation; also to talk whenever the opportunity was present.--  
Is a boy who should make rapid advances if restriction complexes could be removed.

## SUBJECT II

(Florence)

Florence stumbled over a chair and dropped her book as she came noisily into speech class. She seemed to know everybody, for she soon chattered and chewed gum most vigorously. Her stammering did not always keep her from expressing herself--especially upon the wrong occasion. When she did hesitate, she tossed her curly black hair and became stubborn and unwilling to try to talk. "I can talk better than I can read, because I can usually think of another word to use if I have time. But if I should come to a word beginning with the letter 'B' in reading, the class would think I was 'crazy' if I read another in its place." This expressed Florence's attitude and her impression of the case at the time the writer met her.

## THE FAMILY

Florence's family was a very interesting one. The father, a buxom Spaniard, was a highly strung but efficient fireman. The stammerer's disposition was so much like his that he avoided her. "We are too much alike to get along at all."

Mrs. Dodge was not living. The immediate cause of her death was scarlet fever, from which three of the children, including Florence, had suffered at the same time. A number of years before she died, Mrs. Dodge had a heart affliction

The children in the family consisted of two sets of

twins and two others. Florence had a twin brother who was backward in his schooling. He was fourteen, and in the sixth grade at the time this study began. "He learned to stammer from me," asserted Florence, laughingly. "I don't know where my other sister learned to stammer. Maybe from both of us. No, her twin does not stammer." With three bad stammerers in the family, there was without a doubt a congenital tendency toward extreme nervous instability. There were no traces of inherited weaknesses of any kind in any of the children. Because he had no one to care for his children after his wife died, Mr. Dodge put them in the Children's Home. Florence gave her impression of the situation as follows: "I like it at the Home. I think it is wonderful! I don't think I'd be happy anywhere else. Sleep! We get too much sleep! That is my worst objection. Yes, the food is very good. Our evening meal is usually very light, generally bread and milk. My duties are varied. One month I take care of a small bath-room; another, I help wait on table." Such was the extremely optimistic view Florence took of her environment. There was kind, understanding treatment given her for her defect, and every encouragement as she showed improvement in her speech condition.

But since she had rather out-grown the Home investigations were made to remove Florence from the institution. Though she was not a disturbing element, it was deemed advisable to place her elsewhere. Mr. Dodge was financially able to have his family with him and employ a housekeeper for it; but

he was unwilling. "If I had a house and someone to run it, I wouldn't have Florence with me. We are too much alike." As Florence was in need of an environment in which she could develop socially, a home was sought in which she could get the proper training. Her extremely nervous tendencies needed to be diverted to channels for proper outlet.

#### SUBJECT'S HISTORY

Florence inherited tendencies for her nervous instability, but no diseases or physical handicaps. Her birth was normal, and she was brought up a healthy but moody child. She assumed no responsibilities at home.

Although the subject had several illnesses, there were seemingly no lasting effects. At the age of seven she had chickenpox; the next year, measles; the following year, whooping cough; the next year, diphtheria. When her mother died of scarlet fever, Florence also had the disease. But she had no surgical operations or accidents to hands, arms, collar-bone, shoulders or head; nor did she or any of the family seem to tend toward left-handedness.

Florence's play and activity interests showed strongly that "likes" had predominated.<sup>1</sup> She liked various games requiring athletic ability, and being a leader, doing camp-fire work, cooking a meal, and going to an occasional party. She disliked such games as "ring around the rosy", or "drop the handkerchief". But she disliked to fish, and to play games in which she pretended something--such as house or

<sup>1</sup>Appendix II

Sunday school. "I never played with dolls," she asserted emphatically. Perhaps her greatest dislike was to make speeches. This was to be expected, because she usually faltered and stumbled.

Florence's progress in grammar school was satisfactory, but not extraordinary. She began school at the age of five and one-half years. "When I was in the first grade we had to read out of readers, and I used to have to - - - (blocking). Sometimes I could read, and sometimes I couldn't. The teacher used to make me stand in the corner. She thought I did it (stammer) on purpose." As she always had the advantage of a city school education, there was no environmental handicap in that situation. Florence always attended school regularly and always enjoyed her teachers as well as her work. In grammar school her attitude toward her school subjects showed she had but two dislikes, reading and arithmetic. During the upper grades she spent two hours in home study. No doubt this was under the Children's Home supervision.

None of the subject's family was engaged regularly in religious work. Her father professed faith in the Episcopal Church. She attended Sunday school regularly, committed to memory a good many hymns, verses, and Bible passages, and a few times she had taken charge of a primary class.

At the age of thirteen Florence entered high school. Her progress was only "fair". Her subjects and quarterly grades follow:

## Freshman Year

	1	2	3	4	Av.	Cr.
English	C	C	C	B	C	1
Latin	C	D	F	F	F	$\frac{1}{2}$
World History	C	D	C	C	C	1
General Science	C	D	C	C	C	1
Physical Education	D	D	D	D	D	$\frac{1}{4}$

The failure in Latin was due to her inability to concentrate sufficiently. Although she was given extra help, she proved entirely incapable of mastering the subject.

Although she cooperated well in most class activities, she was most disorderly about her personal equipment. She was a source of great disturbance in her physical education class. One day her locker key was at home; the next, she was chewing gum; another time, she forgot to bring her anklets or clean guimpe. This was quite typical of all her actions in any class. In her English class she expended her surplus energy by reciting out of turn, dropping a book or knocking papers which she had strewn in unsightly and unsystematic profusion upon her desk. If there was a new lesson to be assigned, she was in reverie or diligently writing a paper for another class. At other times, she squirmed in her seat or tossed her curly locks until the vexed girl behind her said, "Sit still"—in tones not too kindly. Above all this, Florence had a keen sense of humor, and her written expression was very good. She was a close

observer. In a cleverly written and well-penned composition, the subject of which was "Peculiarities of My New Teachers," she showed her powers of observation.

Florence had a very wholesome attitude toward her high school subjects.<sup>1</sup> She said she liked the following very much: vocal music, algebra, composition, biology, typing, sewing, cooking, physical training, folk dancing, nature study, and painting. Her only dislike was for Latin. Her failure in the subject accounted for this fact. She spent three and one-half hours a day in home study. Her intelligence quotient on the Terman group test was 108.

Florence had only one "dislike" in reading interests.<sup>2</sup> Emotional fiction such as a popular novel or love story was her only admission. Her reading "likes" were for science; stories of adventure and mystery; sensational fiction such as wildwest and detective stories; poetry and drama; informational fiction, including the classics (such as Shakespeare); current magazine articles from such publications as Ladies' Home Journal, Popular Science, Popular Mechanics, Cosmopolitan, and Youth's Companion. Florence listed as her favorite books, these in order of preference: 1 - Dracula, 2 - Girl of the Limberlost, 3 - Mrs. Wiggs of the Cabbage Patch, 4 - High School Ends, 5 - Series books on Athletics.

Her interests were varied but tended to show that she was not desocialized.<sup>3</sup> Her dislikes were relatively few; but

<sup>1</sup> Appendix II

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.



included working under strict requirements, relying upon directing rather than upon doing her own planning, and being restricted in recreations and amusements. Her social interests were not greatly varied, but the same enthusiastic spirit, pervading other interests, entered here. The Campfire organization was her chief delight. Last year she was given an office, but found that because of her speech difficulty it was impossible for her to hold it. She did nevertheless, receive worth while social contacts.

There were no school clubs with which she was affiliated. Although she claimed to have been indifferent toward her religious interests, she probably received good social contacts by her church attendance.

Although she was rather young to be decided about her vocation, Florence had two aspirations. No doubt her day-dreams and soaring thoughts, plus the ideas of possible publicity, made her decide to be an aviatrix. But she abandoned this flighty notion, and later declared she intended to be a physical education teacher.

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

Although much of Florence's stammering condition was discussed on previous pages, there were other facts of importance. The subject told of her own condition:

"I was nervous in the first grade. In the third and fourth grades, I don't remember having trouble at all. It was said my brother had trouble from mocking me. The three

older children in my family had trouble with speech. It is said that when I was little, I used to mock someone with speech trouble living next door to us. If I'm excited or worked up, I have trouble. Strangers don't bother me. If people notice me, I have trouble. If I meet students individually, I'm all right; but if I'm in a group, I hesitate. If I'm reciting or not thinking what I'm trying to say, I have difficulty. It is hard for me to read. If I can fix a sentence to suit myself, I am all right. I failed in Latin because I had to read. Yes, I used to worry about it, but I don't anymore." Such were the statements made by the stammerer to the school counselor.

A few examples of her moodiness toward most situations can well be cited. When she first came to the speech class, she was extreme in all her actions. If she were given the opportunity to relax, she became a "real ragdoll"--outwardly at least, or else she fidgeted continuously during the exercise. This showed her emotional instability. The first time she was asked to read a sentence, she responded by shaking her head. Finally, she said, "There is a letter I can't say, so I don't want to read." It was "B". There was no forcing done, but after awhile, before she thought, she read several words containing "B". Only a few times later she blocked on this particular sound, but there were similar situations over other sounds. Later, no longer did one sound bother her more than another. That fear was broken.

At any "parties" which the speech class held during the

year, Florence did her share of work. One incident which happened at the beginning of the season might be related by way of illustrating how cleverly she handled her difficulty. Preparations for a rather experimental party were made. The object was to gauge "rate of speed of eating," and just how talkative and sociable the stammerers were under an environment different from the classroom. Florence was sent to the cafeteria to find out about borrowing dishes, silver, and a double-boiler in which chocolate was to be made. A list with the necessary utensils was given her. When she returned, instead of giving a verbal report, she said, "Here, I have written down what Mrs. Johnson has said so I wouldn't forget." By so doing she avoided saying "double-boiler." She was asked to inquire about borrowing this necessary article from The Home and to telephone her answer that evening. The call was successfully made at the appointed time, but the word "kettle" supplanted the word containing the greatly feared "B." The party was quite successful. It was Florence who set the style by saying, "I enjoyed the party very much, Miss Blank. May I help clear the tables?" Such were some of the attitudes of this stammerer.

During the last two years, the subject's speech improved. The superintendent of The Home gave her a certain amount of help with her stammering. Especially beneficial were the suggestions on breath control. When Florence controlled her emotions, she spoke much more freely. Mental hygiene talks given in the speech class on Moods, Emotional Instability,

The Subconscious, and similar subjects seemed of much benefit to her.

Florence's brother and sister received speech training through the grammar school, and progressed most satisfactorily. After treatment, the youngest stammerer, aged eight, rarely stammered. Florence's twin brother's speech showed improvements correspondingly, and progress in school was more satisfactory.

#### LATEST STUDY OF SUBJECT

In a recent attitude analysis, Florence showed slight tendencies toward being a psychopath. She claimed to have spells of dizziness, lacked power to make decision, lacked self-confidence, and useless things kept coming into her mind to bother her. Upon being questioned she could not tell of "any special things" that came into her mind. To the question, "Do you feel that marriage is essential to your future happiness?" she said, "No," most emphatically.

The last physical examination showed Florence was in good condition. She was five feet, three inches tall and weighed 117 pounds. Her posture was average. As previously stated, she claimed that she got more than enough sleep, twelve hours, and that on Saturday and Sunday afternoons everybody at The Home was required to rest two hours. Her meals were regular. She drank great quantities of milk, but no tea or coffee. She liked fresh vegetables and fruit.

Her own statement about her present stammering condition

was well put: "I have gained more nerve to speak, and much more self-confidence. I have noticed my improvement, and so have my friends and the superintendent of The Home. The things you (speech teacher) have suggested, the relaxing, the exercises in reading and speaking, and the talks by outsiders (particularly Mr. ----- who used to stammer) have helped me most." Her penmanship was smooth and even, and as one person said to her--not just for the sake of encouragement--"If I had not known you when you used to stammer quite frequently, I would never even guess it now." This statement pleased her greatly.

Recently, in discussing what made her happy, Florence responded thoughtfully and said, "Clothes, good grades, fun, games, good food (when I'm hungry), good-luck to my friends and parent; in fact I'm pretty well pleased with everything."

SUBJECT III  
(Harriet Branch)

Harriet, a very conscientious, nervous, shy, well-developed seventeen year old junior student in high school, was more than eager to join a class to help her stammering. She was most willing to follow all advice given her, and her private conferences revealed several very personal items of value to the case. Her progress was gradual and not outstanding. Harriet's own words express her thoughts: "I think in this speech class I have learned to face the public with more confidence in myself. I am not so self-conscious. It taught me to speak more slowly." There were heavy responsibilities placed on Harriet's shoulders until she assumed far more than her share. What her responsibilities were and how her stammering condition was improved will be told.

THE FAMILY

The family consisted of father, mother and six daughters, the oldest of whom was Harriet. Mr. Branch had been married when he was eighteen; his wife was nineteen. He farmed until the last couple of years. At the time this study began he was a salesman for a refrigeration company. When a boy, he used to stammer quite badly; but did not know the incipency of the stammering. During recent years he hesitated infrequently, and only when he got excited. As Mr. Branch held

the same position for two years as a salesman, it was apparent his speech was not a barrier. He was kind to his large family, but was not unwilling for his wife and oldest daughter to help in its support. Mr. Branch was giving his daughter Harriet a commercial education "so she could get a position as soon as she got through high school."

The following information in regard to Harriet's mother threw light on the case: Mrs. Branch had slight office experience before she was married; but for several years afterward, she did no kind of work away from home. During the first year of her marriage, Harriet was born prematurely. At the end of the seventh month of her pregnancy, Mrs. Branch fell down a flight of stairs. This caused her daughter's birth, but without injury to the child. The baby was bottle-fed and thrived. A year and a half later, a second daughter was born. This child attended high school, and lived with the grandmother in a distant city. The youngest of six daughters was four years of age.

During the last year, Mrs. Branch was employed away from home. This placed added responsibility on Harriet; for example, at noon she hastened home to prepare the meal for her sisters. Her greatest worry, day and night, was about them. If she heard one of them stir in bed at night, she felt it was her duty to tend the child, rather than call her mother about whom she also worried. Frequently Harriet said, "My mother has too much to do. She is overworking."

Mrs. Branch was very anxious to cooperate in every way to

help correct her daughter's stammering. At first she was under the impression that Harriet would "outgrow" her condition "just as her father did."

The family is physically and mentally in splendid condition; and emotionally stable. There have been no prolonged illnesses or congenital diseases which might affect the stammerer,--except the tendency toward nervousness which might have been inherited.

#### SUBJECT'S HISTORY

At birth Harriet weighed five pounds, but she gained rapidly and developed as a normal child. It was not until she was seven years old that she had any illness. During that year she contracted scarlet fever. At the age of nine she had both whooping cough and measles. At the age of fifteen she had chicken pox. She developed physically very early, the incipency of her menstruation occurring at the age of ten years, nine months.

There were no seemingly ill affects from any of these illnesses. Harriet appeared to be a right-handed person, for she used her right hand to sew, eat, and dress.

The stammerer's sleeping and eating habits had been regular. During her upper grades in grammar school she slept ten hours undisturbed. She always liked milk, fruit and vegetables.

Harriet's play and activity interests when she was a child were quite diversified. She liked best to play games



such as "hide and seek" or "farmer in the dell," or to spin tops, play school or store, or do girl scout work. She disliked playing with dolls--probably due to the fact that she had so many younger sisters with whom to play--and such games as "drop the handkerchief" or "ring around the rosy." In other words, Harriet was normal in her play and activity interest.

The subject's knowledge of social groups and interests in them were slight. She had always preferred small social groups. Having lived on a wheat ranch until recent years probably accounted for this assertion. Not having had many neighbors and friends, but being a member of a large family herself easily accounted for Harriet's lack of interest in other people.

Her education was rather broken in more recent years because the family had moved from one location to another. Up to the time Harriet graduated from grammar school, her attendance had been at a very small school with an enrollment of less than twenty students. She learned to write her figures by the time she was six years of age, and knew how to read when she was seven. Harriet was not sent to school until she was eight years old--because of the great distance the family lived from the school--but she was sufficiently advanced to enter the second grade. She liked her grammar school subjects very much.

Harriet always liked school and her teachers. Her early reading interests were very limited because the home library was very small, and other books were unavailable. Her only

childish dislike was for fairy tales.

At the age of fourteen, Harriet entered high school. A list of subjects she took and the grades she received follow:

#### Freshman Year

	1	2	3	4	Av.	Cr.
English	B	B	C	C	C	1
Social Science	B	B	B	B	B	1
Spanish	A	A	A	A	A	1
Algebra	B	B	B	B	B	1
Latin	-	-	A	A	No credit	
Physical Education	C	D	F	F	-	-

#### Sophomore Year

English	C	C	C	C	C	1
Biology	C	C	C	C	C	1
Economic Geography	C	C	C	C	C	1
Bookkeeping	A	A	C	C	C	1
Typing	D	D	D	F	F	-
Physical Education	B	B	C	C	C	$\frac{1}{4}$

#### Junior Year

English	C	C	C	C	C	1
United States History	B	B	C	B	B	1
Bookkeeping	B	B	B	B	B	1
Typing	A	A	B	A	A	1
Physical Education	A	A	A	B	A	$\frac{1}{4}$

Grades during her freshman year were better than those she received later. The difference might have been due to her transferring from a smaller high school to a larger one.

In giving her attitude toward her high school school subjects, Harriet said that her "likes" were just about equal to her "dislikes."<sup>1</sup> She spent about two hours in home study. Her intelligence quotient as shown by the Terman group test was 95.

<sup>1</sup> Appendix III

There were considerable changes in Harriet's reading interests during the last two years and a half.<sup>1</sup> She listed the following kinds as most enjoyable: nature and animal stories, sensational fiction, wild west and detective story books, and the daily newspaper. Her second choices consisted of history, biography, sciences and travel books; books of adventure and mystery; poetry and drama; Sunday school papers; and such magazines as Youth's Companion. Her "dislikes" were few; but they included stories of home and school life, informational fiction (classics, such as Shakespeare), emotional fiction (popular novels and love stories). Harriet listed five books in order of preference: 1 - Girl of the Limberlost, 2 - Beau Geste, 3 - Beautiful, 4 - St. Elmo, 5 - The Mysterious Rider. This summary showed she was not at all literarily inclined.

Her general attitudes were very interesting.<sup>2</sup> Her greatest likes were those of quite the normal person, but her dislikes were too numerous and showed her instability.

In summarizing Harriet's play and activity interests, she showed that she liked those requiring physical exercise, playing cards, dancing, taking care of children, and cooking a meal.<sup>3</sup> Her dislikes were few, but included playing checkers, making speeches, and doing plain sewing. She did not care to help sew for her sisters.

Harriet had been employed a great deal away from home. When the subject was fifteen, she worked during the summer as

1 Appendix III

2 Ibid.

3 Ibid.

a clerk in a department store. During the last two years, she "worked for a lady," after school and sometimes of an evening. At home before going to school she prepared breakfast, made beds, and did "all kinds of housework."

Harriet believed she had selected her future profession. When she was seven years old, she thought her vocation would be that of a teacher; but as she grew older, she changed her mind, as most normal children do. At that time she was in close contact with a nurse, because it was at the age of nine that she had measles and whooping cough. She decided to be a nurse. Her parents, friends, and school counselor encouraged her in this chosen profession. "Do you think I can be a nurse? Or do you think because I stammer, I had better follow some other vocation?" These were the questions Harriet asked. She was assured that if her speech continued to improve at the same rate as it was improving at that time, that her stammering would be no hindrance by the time she would enter her profession. Harriet tried harder than ever to help herself overcome her difficulty.

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

The story as gathered from the mother was as follows:

"Harriet stammered first when she was about four years of age. Her father had left the ranch and had gone to town, a distance of about twenty-five miles, through the snow. When he did not return that night so early as we expected, we became uneasy about him. Harriet became quite hysterical, and when she spoke

it was with a stammer. Her breath was very short. She has stammered ever since, especially when she gets nervous."

Although this was the first time that her stammering condition was noticed, the tendency had, no doubt, been present much earlier than this incident occurred. The shock and worry, however, appeared to be the immediate causes. When the stammerer first came to speech class, she had great trouble controlling her breath. Instead of a repetition of the initial consonant or word, she hesitated over words in the middle of her sentences. Often times the ends of sentences would be given in a faint whisper, because she had insufficient breath. Hesitations in the middle of sentences were not solely caused by improper breathing, but were due to a severe mental struggle behind which was a severe inferiority complex plus a fear of speaking. Timidity was king. An interesting fact to her was that she did not stammer when she sang. Analysis of how her breath was controlled under such a condition proved to her that the same method could be applied to her speech. This, she put into practice. Progress in improving her stammering was gradual but gratifying.

In one of the private conferences, Harriet asked, "Why is it I always stammer worse at full moon than any other time?" The answer to her question, after discussing it at length, was that she probably contemplated the coming of "full moon," and was so fearful of it, that she became emotionally disturbed. This in turn affected her digestion to such an extent that she became greatly fatigued physically as well as mentally;

hence, the stammering condition was worse then, than any other time. Working on this theory, Harriet found that her condition was no longer worse at any one time. Mental hygiene talks on such subjects as "Worries and Their Harm," "The Power of Imagination," "Fears and How to Overcome Them," did much to encourage her.

#### LATEST STUDY OF THE SUBJECT

Harriet no longer had a dreary look, nor complained of sick headaches that lasted days at a time. She had a good healthy color, and athletic build. Her height was five feet, four inches; and her weight was 127 pounds.

In an attitude analysis test she admitted she thinks "marriage is essential to her future happiness," and that she is "not considered odd by the opposite sex," but that she would still like to be more attractive to other girls.

Harriet had cultivated various social interests. Mrs. Branch allowed her daughter to attend an occasional card or private dancing party unchaperoned, with the understanding that she would do as she was told by her parents and would come home as soon as the party was over. "I want Harriet to go out with the boys. She is plenty old enough, and I fully trust her, although I hear tales of smoking and misconduct among so many young people nowadays." Such were the assertions of Harriet's mother. Harriet attended the movies about once in two weeks. Occasionally, she entertained with small parties (for she enjoyed a few people more) at her own home. The family

had guests at meals rather frequently. "She enjoyed serving tea," said Mrs. Branch, as the visiting teacher was spending an enjoyable and profitable hour in the home.

The family profited by a city environment. Harriet worked each afternoon helping care for two children, and preparing the evening meal for a very refined lady who lived in luxurious surroundings. This was a great aid to her, socially. She adjusted herself to her various environments, at school, at home, and at her outside work until she no longer appeared an extreme introvert.

#### HOME VISITS

The home visits in connection with this case were most gratifying. There was every attempt at complete cooperation on the part of the parents to help Harriet check her stammering, and to make her a more social being. Other facts not already discussed were gathered by home visits. They were as follows: Harriet was persevering, conscientious, generous and highly emotional; she was very healthy, free from egotism, and desirous "to know". She had medium ability as a leader, she adjusted herself to school life and its requirements; she had originality, ability to express her ideas, common sense, a good personality, and attractiveness to other girls. The emotional states to which she was especially subject were joy, laughter, and affection.

The parents felt Harriet would succeed as a future nurse because of her mental makeup, honesty, moral courage, sense of humor and cheerfulness.

SUBJECT IV  
(Bert Hewlitt)

With eyes that continually blinked behind his thick glasses and hair that bristled on the crown of his head, Bert, an intellectual sixteen year old sophomore, sat snapping his fingers--waiting to be noticed. With lips wide apart and prominent teeth showing, one glance told the tale, adenoids. His speaking was not hesitant as that of most stammerers, but thick, and muffled. Breathing came hard.

Later, in being questioned about his school friends, he replied hastily, "I only know about two boys. No, I don't belong to any clubs. I can't be bothered." Such was the attitude of this lanky, pale, highly strung, French boy when the writer first knew him.

THE FAMILY

Mr. Hewlitt, the father who was an electrician, was a very good provider for his family, but there was one thing he had decided against--an operation for Bert's nose and throat. His reason was that his older son, now aged twenty-five, had a hemorrhage when a similar operation was performed years ago. No surgeon or talks on the advantages of modern methods of operations could convince him he was doing his young son the greatest injustice not to have the boy's adenoids and tonsils removed.

The older brother, now a very healthy, young business



man, had a great deal of illness when he was a child. His greatest affliction at that time was infantile paralysis.

Mrs. Hewlitt was eccentric and instilled in the subject quite incessantly that she was very nervous. Certainly Bert had come by his excitability honestly, for his mother never relaxed. In some ways Mrs. Hewlitt was a menace to her son. She did not realize the harm she was doing him by making herself a slave for him and by worshipping the ground he trod. The following illustration may demonstrate her inconsistent reasoning: During one of the first meetings of the speech class, Bert was told the value of relaxation. That evening, instead of filling the water-glasses on the dinner table (the only home duty required of him) he relaxed. "When I found out, Miss Blank, that you wanted him to relax, I didn't require him to do a thing to help me." Quite a lengthy discussion followed after which Mrs. Hewlitt agreed that responsibilities which interested her son in the home, would be beneficial in improving his condition.

Such was the family in which the stammerer lived. His home environment, as far as luxuries were concerned, were more than sufficient. He had too much done for him. How he was encouraged to be interested in other people, environments, and situations will be shown in later chapters.

Bert was born when his mother and father were about thirty-five. Due to his older brother's illnesses, he was petted and pampered to extremes for fear something might befall him.

Nevertheless, he was not immune to children's diseases: at the age of five, he contracted measles; at the age of seven, whooping cough; at the age of nine, and many times since, tonsillitis. He was also threatened with a mastoid. There were no other illnesses and no handicaps caused by accidents. Due to astigmatism he wore glasses.

The subject's early schooling was uneventful, and his progress was normal. He had not known how to read or write before he entered school. He had always liked school; and, with the exception of his fourth grade teacher for whom he had a slight aversion, he had always liked his teachers. His attendance was regular, he was never severely punished at school, and his parents were always greatly interested in his good work. When he was a child, he had no special play and activity interests, except that he was greatly interested in "ante over" and "snap the whip". He indicated a liking for most of his grammar school subjects. The only one he disliked was vocal music. He said he was indifferent toward writing, grammar, and instrumental music.<sup>1</sup> He spent no time at home preparing his school work.

Although the home library was small, Bert was quite a reader. His early reading dealt with fairy tales.

The stammerer had various jobs at home, and occasionally, one away from home. While he was attending grammar school, his responsibilities at home consisted of feeding his dog and

<sup>1</sup> Appendix IV

pigeons. His first job away from home was working at a paper mill, for a short time only. "I was lazy. I didn't like to work much any place. No, not at home." These assertions, Bert made quite emphatically.

With the exception of three years--sixth to eighth grades inclusive--Bert attended public school. The decided change from a boys' small, private school to a large co-educational high school affected very greatly his attitude toward reciting. "I was not used to having girls in the classes. It was very hard for me to give a talk with them in there." In being asked if that was the reason he did not look at his audience when he gave a talk in the English class, he responded affirmatively.

Bert's progress and ability at high school were indicated by his intelligent quotient of 130 as shown by the Terman group test, by the list of subjects he took, and the grades he received:

#### Freshman Year

	1	2	3	4	Av.	Cr.
English	B	B	C	B	B	1
Latin	D	C	C	C	C	1
Algebra	B	C	B	B	B	1
World History	B	B	B	B	B	1
Physical Education	A	D	B	B	B	$\frac{1}{4}$

#### Sophomore Year

	B	B	B	B	B	1
English	B	B	B	B	B	1
Latin	C	C	C	B	C	1
Biology	A	A	A	A	A	1
Geometry	B	B	B	B	B	1
Physical Education	B	C	B	B	B	$\frac{1}{4}$

Bert's grades were not very high. He admitted he did not study enough. The only subject with which he had difficulty, was Latin. In this subject he claimed he knew he could do better if he "just studied more." Upon being asked why he did not try for college recommendations (grades of at least "B"), he replied that he was not interested in the subject. "And in any subject I'm not interested, I don't see any use to study. I can't be bothered," he added.

Being questioned about the amount of time he spent on his high school studies, he gave the following information: "I don't spend much time on my English; it comes easy. I write my compositions quickly--in fact far too quickly to suit my teacher. She is always telling me my papers are too short and scratchy. I spend about half a study period (twenty minutes) on my Latin, and on my geometry which comes very easy. I don't spend much time on my biology either, but I like it best and am most successful in it."

His greatest interest was in biology. Specimen gathering grew to be a hobby. This was beneficial, for it brought him in contact with other people and afforded physical exercise while chasing butterflies or hunting grasshoppers. He was given a position to work in the biology stock-room. This greatly pleased him.

Besides biology, other high school subjects for which Bert indicated great liking were algebra, geometry, composition, and literature. Latin and physical training he indicated as liking next best. There were no subjects which he

disliked; nor were there any toward which he was indifferent.<sup>1</sup>

Becoming unnecessarily alarmed over her son's progress, Mrs. Hewlitt came to visit the school officials and teachers. To each one she told how fine her boy was, how much she thought of him, how very capable he was, and how anxious she was to cooperate in getting him to be more interested in his school work. This visit to the teacher was much against her son's wishes, for he could not see what advantages he would derive. She, however, profited by her inquiries, for she went home convinced as to how matters could be improved.

During his high school days, Bert had many play and activity interests.<sup>2</sup> His greatest likes indicated that he favored those requiring about an equal amount of physical and mental exertion. There were no special dislikes which he indicated, though he was indifferent toward garden work, playing baseball, and handball.

In summarizing the subject's interests and attitudes,<sup>3</sup> he showed he liked the following very much: to be popular, take part in community work and activities, be a success in society, be supervised, keep appointments to the minute, be among the upper ten percent of his classmates, play with others about his own age, purposely make friends, conform to style in personal dress, work under strict requirements, be imaginative, be loyal to school programs, and rely upon

<sup>1</sup> Appendix IV

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

being directed rather than upon doing his own planning. He liked next best to take physical exercise, make use of prayer, do religious work, do mental work (study), do physical work, and feel his own importance in out-of-school activities. There were several things he disliked: to save a large part of the money earned, to play with small children, to be criticized, and to be restricted in recreations and amusements. He was indifferent toward planning his daily work or strictly carrying out a daily plan.

The subject's reading interests were quite varied.<sup>1</sup> He liked the following very much: stories of adventure and mystery, stories of home and school life, information fiction, including the classics (such as Shakespeare), emotional fiction (popular novels and love stories), the daily newspapers, and current magazine articles such as Youth's Companion, Popular Mechanics, Travel, Mentor, Woman's Home Companion, American, Collier's, Saturday Evening Post, and The Literary Digest. In making a list of his favorite books, he named the following: 1 - Freckles, 2 - Hugh Wynne, 3 - Robinson Crusoe, 4 - Laddie of Sunnybank and 5 - Graves of Killarney. He added a note: "There were several books almost the same as Hugh Wynne that I liked as well."

He was always indifferent toward going to parties. In indicating his social interests,<sup>2</sup> he showed clearly that he

<sup>1</sup> Appendix IV

<sup>2</sup> Ibid.

was not very gregarious. He preferred an extremely small group of people. Attendance at movies was very frequent-- more than once a week, but he always went unaccompanied. He attended a party only occasionally. "We have lots of company at home, and I can't do much studying or reading." This statement showed that the family was sociably inclined. The subject's chief social diversions were playing cards and listening to the radio. "I seldom retire before eleven o'clock even on a school night, because I am interested in those things." He enjoyed symphonic music and plays that came over the radio. "No, I am not interested in jazz."

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

"Bert speaks much more smoothly as he grows older. He is not nearly so nervous now as when he was a little fellow." Such were the statements of the subject's mother received at the first home interview. In more recent years, he stammers a little when he gets excited or tries to talk too fast."

Although his teachers had not noticed his stammering, one reported him to the teacher of speech correction as "having a nervous affection that interfered with effectiveness." His breathing was noticeably audible, and his eyes blinked, as he looked over his glasses more than he looked through them. His nervous instability was also shown in the careless way he wore his clothes and in the careless and scratchy way he wrote his papers.

The subject's interview with the school counselor revealed

several items. When he was asked by the counselor about his ineffective way of speaking, he scratched his head, blinked, shrugged his shoulders, and cheerfully replied as follows: "I don't like to speak before a class. I was put into the speech class because I am too 'jumpy'. Sometimes I fear what the class is going to say." In speaking about his physical condition he continued: "Yes, I think I have adenoids. My dad objects to having them out. About twenty years ago my brother almost died from that kind of operation." In answer to a question concerning his nervous way of speaking, he replied: "Well, I am learning to speak slower."

After he joined the speech class, the subject improved in his ability to speak before an audience. His tics were not nearly so noticeable, he claimed not to be embarrassed before his audience, he planned his material carefully so that he knew what he was going to say, and as previously stated, he tried to speak more slowly.

#### LATEST STUDY OF THE SUBJECT

A last physical examination showed Bert's condition was good, with the exception of his much needed tonsil and adenoid operation. His mother said, "He is very nervous. Perhaps an operation on his nose would relieve much of it."

At that time the subject was five feet, nine inches tall and weighed 123 pounds. He was sleeping about eight hours, but did not retire much before eleven o'clock. His posture was average, and he had average vision. He ate three meals



regularly, and enjoyed a great deal of fruit between meals. His diet was well balanced and included a great deal of meat and fresh vegetables. He disliked milk and he seldom indulged in tea or coffee. He ate candy excessively, and he "likes to cook it."

In a recent attitude analysis, Bert showed that he enjoyed taking a good deal of initiative: for example, he liked company when he was traveling, but he preferred making hurried decisions along. He did not feel very self-conscious when he had to volunteer an idea to start a discussion among a group of people. His emotional instability was shown by the following statements: he was much affected by the praise or blame of most people; ideas often ran through his head so that he could not sleep; he could become so absorbed in creative work that he would not notice a lack of intimate friends; he frequently felt grouchy, "for example, if dinner were not ready when it should be"; his interests changed rapidly; he worried "for months" after he had had a humiliating experience; he had spells of dizziness; his feelings were easily hurt; he especially liked to have attention from acquaintances when he was ill; he was troubled with feelings of inferiority (for example, he was unable to play his best game or contest against an opponent who was greatly superior to him); his feelings alternated between happiness and sadness without apparent reason; he could not stick to a tiresome task for a long time unless someone was prodding or encouraging him; he was troubled with the idea that people on

the street were watching him; he was often in a state of excitement. Bert began seeking the company of others much more than he had previously. The following statements showed his attitude: "When I get started, I am talkative at social gatherings. My ambition needs occasional stimulation through contact with successful people. I consider the observance of social customs and manners essential aspects of life; I like good clothes and want them to be the latest style. When I am with my best friends, I don't care to have anyone else around; but I do like people a great deal."

Some of Bert's "attitudes", as were shown by his answers to the questionnaire seemed contradictory; but on the whole, his attitudes were rather wholesome, and his "likes" and "dislikes" were not radical.

Bert did not give a vocation very serious thought. He was interested in the kinds of work in which his father and brother were engaged. His parents discussed the subject with him and encouraged him to attend a university to fit himself for a profession. His teachers encouraged him likewise. In rating his choice of vocation in order of preference he gave: 1 - railroad employee, 2 - electrician, 3 - bank clerk, 4 - lawyer, 5 - newspaper man, 6 - biologist.

## SUBJECT V

(Isabel)

Isabel, a most high-strung, vivacious, sixteen year old senior student, was a bad stammerer. She was interested in nobody, and said nobody cared for her. The only social group with whom she associated was a singing group in which she took great interest. She was always in a hurry. Her favorite expression was, "You must remember I am a very busy person." With refined manners and neatly tailored clothes, this girl made a fine impression. Although her speech was a great handicap, her parents provided such an abundant supply of wealth for her that she compensated wonderfully for her extreme inferiority complex.

## THE FAMILY

The father was monarch of all he surveyed, although his daughter tried to feel her independence. He was a most successful business man, and owned his own establishment. His family lived a luxurious life as far as home-furnishings, food and clothes were concerned. Anything the speech teachers suggested, (and Isabel received help for many years), Mr. Atwood was more than ready to "finance." Socially, he spent little time with his family, and his treatment of its members was business-like and stern.

Mrs. Atwood was the burden-bearer of the family. She worshipped her husband, and tended his every bidding. Besides

the stammerer, she had a son and two daughters all of whom were younger than Isabel. Although she employed a housekeeper, the family responsibilities were heavy, and in great profusion. The family was apparently extremely well, physically; but the father was emotionally unstable. How the stammerer was allowed to impose upon her family will be told.

#### THE SUBJECT'S HISTORY

Isabel inherited no diseases, but her tendency toward nervous instability was probably obtained from her father. Her birth was normal, and her early childhood was uneventful. A kind nurse-maid assisted in granting every want, even though it was made known only by a whimper. Although she learned to speak about the time she was two years of age, the subject's luxuries were so abundant she had little use for communication.

The subject had several illnesses, none of which had seeming lasting effects. They included whooping cough when she was age one; measles, ages three and five; chickenpox, age seven; tonsillitis, several times between the ages of two and four. At the age of four, her tonsils were removed.

According to all appearances, Isabel was a right-handed individual; for example, she used her right hand to sew, write, dress herself and feed herself.

The subject's life during her earlier grammar school days was quite eventful. Her early school training began with the first grade when she was six years of age. That same year she fell from a six foot fence. The nervous shock was severe; but

there were no physical handicaps. Her present nervous instability dated from this incident, so the family claimed.

During the time she was in the third to the sixth grade, her stammering condition improved, and likewise her social interests. She was quite a happy girl. In noting her play and activity interests when she was in grammar school, she claimed to have liked the following a great deal: to participate in outdoor games requiring physical exercise, to do girl scout work, and make speeches. She was indifferent toward a few simple games, but there were no play or activity interests which she disliked.<sup>1</sup> All of her grammar school subjects, she liked very much.

When she was about eight years old, her mother gave her the responsibility, occasionally, of caring for the younger children of the family. This she said she never enjoyed. "They (the children) always got on my nerves."

As Isabel entered pubescence, she became very nervous and irritable. Dependence on her mother increased to such an extent she became almost heedless of the tender care or love that was bestowed upon her. During her younger years, there were certain personal responsibilities she had assumed, but at this time she became lax in attending them; for example, she left her clothes on the floor when she took them off. Even in more recent years she did not take the least care of her own room. "No, I don't make my bed," she replied to inquiries, "I am a

<sup>1</sup> Appendix V

very busy person."

Soon after the incipency of her menstruation, at the age of twelve, the girl became emotionally perturbed. Although she had every luxury money could afford, nothing quieted her. Without any warning to anyone, she tried to commit suicide by drinking iodine. Her motive was never admitted. In order to change her environment completely, the family was advised to send her to another city; consequently, Isabel spent half her freshman year of high school attending a private school. At the same time she received private instruction at another institution for her stammering. Benefits derived from her stay away from home were uncertain. In comparison to the food she had at home, the food she received while she was away was very poor and scanty. The room in the dormitory was small, and the couch-bed very uncomfortable. The school authorities having decided she was not well, physically, did not permit her to take physical education. "At that school there was nothing to do but read and play the piano. I didn't like the arrangements in any way, and I certainly was glad when I was allowed to return home." These were the subject's words.

Isabel's reading interests were good. Her greatest likes included nature and animal stories, poetry and drama, informational fiction (including the classics such as Shakespeare), emotional fiction (popular novels and love stories), exchange school papers, the daily newspapers, and current magazines such as Scribner's, Harper's, Collier's, and Movie.

She disliked one type of reading--sensational fiction, which included wildwest and detective stories. The home library was of medium size, and included educational literature. Isabel said she was unable to name her five favorite books.

The subject's play and activity interests included a great liking for strenuous outdoor exercise, sewing, a few parties, making booklets, and publishing papers. Her only dislike was to cook a meal.<sup>1</sup>

When she was asked how she liked being a senior in high school, she replied most strongly, "I am certainly most happy to get through school. I have hated every day of it. Although I have liked my studies, I haven't cared for anybody. No, not my teachers, or anybody. I have thoroughly disapproved of the way everything is 'run'."

#### First Year

	1	2	3	4	Av.	Cr.
English	B	B	B	C	B	1
Ancient History	B	B	C	B	B	1
Algebra	B	B	B	B	B	1
Domestic Science	A	A	B	B	B	1
Choral	-	-	A	A	-	-
Physical Education	(Excused)		A	A	-	-

#### Second Year

English	B	B	B	B	B	1
Modern History	C	C	D	C	C	1
Elements of Music	B	B	-	-	B	$\frac{1}{2}$
Typing	B	B	D	C	C	1
Geometry	A	B	A	A	A	1
Music Appreciation	-	-	C	B	B	$\frac{1}{2}$
Choral	B	B	B	A	B	1
Physical Education	A	A	B	A	B	$\frac{1}{4}$

<sup>1</sup> Appendix V

## Third Year

	1	2	3	4	Av.	Cr.
English	B	B	B	B	B	1
Advanced Composition	B	B	-	-		$\frac{1}{2}$
Latin	B	C	C	C	C	1
Chemistry	C	C	B	C	C	1
United States History	D	D	C	C	C	1
Typing	A	B	A	A	A	1
Harmony	B	B	B	B	B	1
Choral	A	A	A	A	A	$\frac{1}{2}$
Physical Education	C	B	B	B	B	$\frac{1}{2}$

Isabel's grades showed she did fairly good work, and was graduated in three years. She aspired to go to college, to major in public school music. "I plan to be a teacher of music, either privately or in high school." This was a recent assertion made by her. Contrary to her own opinion, the teachers found her an interested student. Her physical education teacher said, "Isabel particularly liked her folk dancing. She was unusually graceful, and had good sense of rhythm." In almost all her classes where oral recitations were necessary, she was excused. "In some classes, when I could answer 'Yes' or 'No', I sometimes did so," the stammerer stated. Having great ability to cope with her speech difficulty, her progress in school was remarkable. Following is an illustration: During her senior year, she enrolled in a course in journalism. The foremost part of the work was interviewing assigned news sources each week. Isabel received much credit for her efforts and for extra notebook work. In conference just before the close of the semester, the subject told the speech teacher she did no interviewing. The reason she gave



was, "I felt I could not talk to the teachers I was told to interview. But I got more than the required inches of news for the paper anyway." In another class instead of speaking she made elaborate and artistic charts. Her typing, hand-printing, and penmanship were excellent. Her written work was very thoughtfully and carefully expressed. Much of her time of an evening was spent in planning the next day's work. She averaged three and one-half hour's study. On the Terman group test, her intelligence quotient was rated 109.

According to the stammerer's indications on the list showing her attitude toward her school subjects,<sup>1</sup> it was found she liked the following subjects best: vocal and instrumental music, algebra, composition, journalism, typing, sewing, physical training, folk dancing, nature study, and painting. Her next choices were geography, civics, literature, Latin, and chemistry. There were only two subjects she disliked--United States history and geometry.

Besides her regular studies, Isabel had other interests. She took vocal lessons for a year and a half; piano lessons, eight years; and private dancing lessons, a year. In the school, there was a group of eight students chosen each year to sing in public. In all musical activities, they were the leaders. Isabel had the distinction of belonging to this organization for two years. The social contacts she received from this source were very beneficial. Rehearsals were held daily, and

<sup>1</sup> Appendix V

many trips were made both in town and out.

The subject quite definitely decided to prepare to be a vocal teacher. She aspired to have her own studio. If this did not materialize, she believed she would like to be a vocal instructor in a high school.

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

According to the family reports, Isabel did not stammer until she was six years of age and fell off a six foot fence. From this fall, she received severe shock. It was at the same age she started to school. "They say I hesitated then just as I do now," so stated the subject. This meant that her jaw seemed to lock, and then to tremble violently until finally the spasm would cease and words would be emitted.

Between the ages of nine and eleven, Isabel seemed better adjusted to her school environment; her stammering condition was much improved at that time. A speech teacher also assisted in encouraging her.

It was at the age of twelve that she became greatly perturbed mentally and physically. The very hesitant speech condition returned. For several years there was but slight improvement in the stammerer's ability to speak.

In a conference earlier in the year with the speech teacher, Isabel made quite a confession of her reasons for not having any friends: "People seem to be envious of me. I have everything I want, including my car to drive. I take people for a ride and perhaps to the show, but they never do

anything for me. I'm just tired of trying to have anything to do with other people."

"Just what do you think is the reason people do not reciprocate?" queried the speech teacher.

"Because of my speech. Evidently people don't want to be with me because I have such a hard time trying to express myself. I have not one good friend in this world!"

She was advised to get some new friends whom she would treat as royally as possible. To these people she would talk as freely as possible and perhaps overdo her gayety. The suggestion was adopted, and Isabel claimed she thought it helped her.

In an interview with the school counselor the following information was received:

Q. Do you go out socially?

A. Well, I go sometimes.

Q. Would you like to go more?

A. Yes, I would.

Q. Have you friends with whom you go out?

A. No. I haven't any friends. I haven't any close friends.

Q. Do you think about yourself a great deal or are you concentrating upon other things?

A. I think about myself, and I am also thinking about other things."

Just what benefits the stammerer really derived from any suggestions made to her, it was hard to say; her manner was so indifferent.

Whether the girl guarded her breathing, tried to relax,

tried to read slowly, or read from the suggested list of psychological and mental hygiene books was doubtful. During the year, in the speech class, she never admitted trying to help herself. "I am too busy. You must remember I am a very busy person. I haven't had time." Such remarks were continually made by the stammerer. Although she listened attentively, and presumably, thoughtfully, to any suggestions made to her, the benefits she received were doubtful. It was of interest to notice her more recent condition.

#### LATEST STUDY OF THE SUBJECT

When the last physical examination was given, Isabel was five feet, one inch tall; her weight was 115 pounds. Her posture was very good, and she was of quite an athletic build.

Her social interests were more varied. She attended an occasional party. "No, I am not chaperoned at dancing parties, but I am expected home at the designated hour. Private parties are all I ever attend. I like very much to dance." These statements were made to the speech teacher.

Several attempts had been made by the stammerer to entertain some of the people who belonged to the same singing group as herself. She said she was making better progress with her experiment to try to make friends, than she had thought was possible. The speech teacher happened to go into one of the school's offices. Much to her delight, she found Isabel smiling, happy, and chattering away as she was working with

other students. She had been elected to an important student-body office and was finding time to remain after school in order to proudly fill her obligations to the office.

Another way Isabel had made for herself to meet more people was to spend an hour at her father's store at noon while he went to lunch. "No, I don't mind talking to the people who come into the store. I always have liked to sell things. When I was a child, I used to 'play' store. Every afternoon now, as soon as I can get away from school, I go to the store to help my father until dinner time."

The subject met her former grammar school speech teacher who said she hardly realized she was talking to the same girl because her condition had improved so much.

SUBJECT VI  
(George Clark)

With a ready smile and an affirmative answer to questions, George, a sixteen year old sophomore, cooperated to the best of his ability. Although his associations with other people outside of school were limited, he was well liked by those with whom he came in contact. He was not a bad stammerer, and had faith and willingness to work in order to overcome his condition which seemed to be purely emotional.

THE FAMILY

When George was two years of age, his mother and father separated. For nine years Mrs. Clark supported herself and child. When he was questioned, the boy did not know whether his father was dead or alive, but he said that a kind and considerate step-father had been in the home since he was eleven. "I have always been treated just as if I were his real son," stated the stammerer. The step-father provided well for his family, but engaged in no kind of social life. He tended strictly to his business, that of hiring pleasure-boats. Mrs. Clark helped him conduct his business. The family resided at the boat house. The parents were cooperative in suggestions made regarding the subject's speech difficulty.

## SUBJECT'S HISTORY

George was an only child, and one who had not always known "a real home." "I saw little of my son for about nine years. He was cared for by relatives," so stated the mother. His early childhood was normal and uneventful. Children's diseases (including whooping cough, measles, mumps, chickenpox and tonsillitis) which he contracted had no seemingly lasting effects.

When he started to school, he could write his name and a few short words. Progress in school was normal. Aside from two years in a boys' private school, he attended good-sized public schools. George always liked school and his teachers, and never was severely punished. His grades were not above average.

His interests toward his school work were favorable, and his dislikes were few. He spent about an hour and a half in home study.

In noting his general interests and attitudes, he showed he was a normal person in his conventional likes. He admitted he disliked to work under strict requirements, yet he favored being directed in his activities rather than doing his own planning.<sup>1</sup>

George's play and activity interest tended primarily toward those requiring athletic ability. He was indifferent toward organizing any kind of a club, or making speeches,

<sup>1</sup>. Appendix VI

or going to parties.<sup>1</sup>

At the age of fifteen, George began a commercial high school course. The subjects he took, and the quarterly grades received, follow:

#### Freshman Year

	1	2	3	4	Av.	Cr.
English	C	D	B	D	C	1
Italian	-	-	C	C	C	$\frac{1}{2}$
Mathematics	B	C	C	C	C	1
Economic Geography	B	B	D	D	C	1
Bookkeeping	B	B	B	B	B	1
Physical Education	B	C	C	C	C	$\frac{1}{4}$

#### Sophomore Year

English	C	B	B	B	B	1
Italian	B	B	B	B	B	1
Biology	C	B	C	B	C	1
Bookkeeping	B	A	B	B	B	1
Typing	C	C	B	B	B	1
Physical Education	C	B	B	B	B	$\frac{1}{4}$

George's reading interests were not very literary, as was shown in his preference of books: 1 - Tam O' The Scots, 2 - Red Skies, 3 - Across the Pacific, 4 - Unknown Danger, 5 - The Avenging Bat.<sup>2</sup>

His social interests were rather limited. He preferred a group of four or five, went to an occasional party attended by boys, (but opportunity was seldom afforded him to attend one for girls and boys). Not many friends were entertained in the home (especially at meals). He attended the

<sup>1</sup> Appendix VI

<sup>2</sup> Ibid.



movies on an average of once a week. George did not study any musical instruments, and the radio was the only instrument in the home. The greatest social contact the subject received, was through his interests in boating. He was interested in working in the property shop of his father's boat-house during the summer, and in building and repairing boats. With much delight he engaged in boat races. He held the office of secretary-treasurer in the school Boating Club.

George was quite helpful in doing work at home, but he was employed very little away from home. "George helps around the house and takes care of things when the family is away," stated Mrs. Clark. Aside from helping his father, the subject was very little employed otherwise. He liked to save a good portion of the money he earned. The vocations he listed in order of preference follow: 1 - banker, 2 - teacher, 3 - clerical work, 4 - engineer, 5 - broker.

A few additional bits of information were gathered by means of the home report:<sup>1</sup> the subject was very sympathetic, very conscientious, very well adjusted to school life, very sensitive to criticism and comment, very obedient, very honest, and had very strong will power. In answering the question regarding her son's personality, Mrs. Clark said, "I do not know. We see so few people outside of our family, I feel I am not able to say." In regard to his truthfulness,

<sup>1</sup> Appendix VI

she stated, "This is a question I object to. I have no cause to ever doubt his truthfulness. I am sure if I had, I would find I was wrong."

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

In regard to George's stammering condition, his mother's statement follows: "He never stammered until the age of six. The only reason I can think of for this condition is that he had so many different people taking care of him, as a child and up to the age of eleven, that he may have grown nervous. I cannot give any helpful suggestions to overcome the stammering. I find that when he starts to stammer, if I say, 'A', 'E', 'I', 'O', or 'U', he stops immediately. 'E' is the most helpful. I know of a man who stammered and tried everything to correct his speech, and this system is the only one that helped him. That is what gave me the idea of trying it on George."

George was a conscientious member of the speech class, and had faith in anything suggested to him. In a conference with the speech teacher he asked to be allowed to read in class a selection that was read the previous day, "Because I read that poem perfectly in the speech class, and went into my English class and gave a speech without hesitating once." He evidently had the idea that there was something magical about the poem, just as his mother had faith that repeating a vowel was helpful.

George had no trouble beginning his sentences, but

frequently hesitated in the middle of one; he gave the impression that his thoughts got ahead of his speech. The letter 'G' seemed to be his stumbling block. "Whenever I try to say g-g-golf, I have trouble"; this statement he made to the speech teacher.

Following is a portion of a conversation between the school counselor and the stammerer:

Q. What is your speech difficulty? Why are you in the speech class?

A. Oh, I hesitate now and then.

Q. Are some words difficult to say?

A. No. I just get excited.

Q. Do you run words together and fail to speak clearly?

A. Well, my mind wanders. I say something and think of something else. I think ahead.

Q. Your thought gets ahead of your speech?

A. Yes.

Q. Do you have any difficulty in saying certain letters?

A. No.

Q. Any combination of letters?

A. No. I don't give enough attention to the words. I speak too fast.

Q. Did you always have this trouble?

A. Oh yes. Ever since I was six years old. There was a man in our neighborhood who used to stammer, and we children used to mimic him.

Q. Did your mother ever have any trouble?

A. No.

Q. Your father?

A. No.

Q. Your grand-parents?

A. On my mother's side, my grandmother.

Q. Are you particularly nervous?

A. No, not particularly.

Q. Do certain things worry you?

A. Oh, a little. I worry over my golf. I play at the municipal links.

Q. Do you have difficulty in reciting?

A. Only when I'm excited. The only class I have difficulty in is my English class.

Q. Do you make speeches in class?

A. No.

Q. Do you make talks in speech class?

A. Oh, on certain subjects.

Q. Do you have difficulty in that class?

A. No, none at all.

Q. Do you have difficulty with certain teachers?

A. No, none at all.

Q. If you have a speech prepared, do you have any difficulty?

A. Not if I memorize it perfectly. I used to have trouble in grammar school.

Q. Are you real well now?

A. Oh, yes.

Q. How much sleep do you get?

A. Well, it all depends on whether I go out or not. I usually get from seven to ten hours sleep.

Q. Do you go out during week nights?

A. No.

Q. Do you have difficulty in talking in school if you have been out late the night before?

A. No. I'd be sleepy and would talk slower. Miss Blank, my speech teacher, is helping me.

Q. What are you doing to help yourself?

A. I'm speaking slower, and have more self control. I'm speaking more distinctly.

Q. Do you practice outside of class in speaking?

A. Well, I speak at home a lot.

Q. Do you watch how you talk?

A. Yes. I do.

The conclusion reached by the counselor as a result of conferences was: "This boy's difficulty evidently is of nervous origin coupled with rapid but poorly directed mental activity. He fails to coordinate his thinking and his speech mechanism."

#### LATEST STUDY OF THE SUBJECT

The last physical examination showed George was in good physical condition. He weighed 169 pounds, and was five feet, nine inches tall. He was square shouldered and well developed physically. He averaged about nine hours sleep, and enjoyed eating wholesome food. When he spoke slowly, and was well prepared, there were no hesitations in his speech. In regard to his own condition, the subject asserted, "Since I have taken up golf, my speech seems easier." It was true, he became quite enthusiastic over golf, and he won several tournaments. The sport was good for him both physically and mentally.

SUBJECT VII  
(Arnold Ingram)

Arnold, a most conscientious, shy, but very intelligent senior was sent to speech class on the basis of having an inferiority complex, and being a stammerer. He was a most manly boy for his age, but was extremely introverted. His stammering did not occur at home, but in school his great fear of speaking predominated his ability to speak. He often sat contented to think carefully and thoughtfully, but not express himself to others. He was solemn and sober while his brothers were gay and carefree.

THE FAMILY

Arnold's father, a very proficient boat-builder, was a slow speaker, though he had no defect. His father's work was fascinating to his sons. The stammerer decided to follow in his father's footsteps, and be an engineer. This showed that the father was companionable to his sons.

Mrs. Ingram was a vivacious, intelligent person, very cooperative, and quick to comprehend. She was unaware that her son stammered, although she knew he was very nervous, uncommunicative, and unsociable. She agreed that her son would certainly profit by relaxation, mental hygiene and learning to control his breath. Splendid cooperation was received from both parents, especially in trying to find many, and varied interests for their son.

The children of the Ingram family consisted of a son, a very jolly and happy-go-lucky senior in college; a daughter who was a freshman in college; the stammerer; and a younger son who was in grammar school. The daughter stammered and so did the youngest son, who was entering adolescence. Concerning her younger son, she said, "He stammered much worse as he grew older. I think his stammering condition is due to his age and general physical health. Then too, he has a rather thick tongue, and can't seem to express himself so quickly as he can think. This boy is not at all like Arnold, for he is very lively, and never has a serious moment. In fact I can see that when he is playing some of his pranks, he gets on Arnold's nerves very badly at times."

Such was the family composed of a normal, healthy father and mother, and four children, three of whom stammered in varying degrees.

#### SUBJECT'S HISTORY

Arnold's birth was normal, and his early childhood was uneventful. At the age of five and one half years, he entered public school. Previous to this time he was taught to read and work with numbers. Due to his advanced standing in school, he was given a double promotion, so that he was graduated to high school at the age of twelve. His education was received in a large city system so that opportunity was afforded him to form many friendships, and to indulge in various

social activities.

Perhaps due to his own lack of interest, however, Arnold's social life was very deficient. He never cared to associate with others. Regardless of where his brothers went or what they did, he did not care to join them. He claimed that he never attended a party, and never gave one. His attendance at the movies did not average once a month. His real interest was in music. He was a member of a school orchestra for a number of years. In the home there were a clarinet, a baritone, a piano and phonograph.

Arnold's play and activity interests included those which dealt with machinery, and required athletic ability. Making model boats was his hobby; for several of his models, he received worth while awards. Notwithstanding his shyness, he claimed he liked to organize games and be a leader. Among a few dislikes was to drive an auto. "It makes me very nervous," he stated. "And when I make a speech, I get most perplexed, and stammer."<sup>1</sup>

The subject's reading interests were of a rather serious nature, and educational; they included history, biography, travel, and science. He had an aversion to anything sentimental, poetic or dramatic.<sup>2</sup> The home library of about 300 volumes, contained good literature.

Arnold's high school work was done satisfactorily. He

<sup>1</sup> Appendix VII

<sup>2</sup> Ibid.



planned to enter college to prepare for an engineer. Following were the subjects he took, and the quarterly grades received:

## Freshman Year

	1	2	3	4	Av.	Cr.
English	B	B	B	B	B	1
French	A	A	B	B	B	1
World History	C	C	B	B	B	1
Algebra	B	A	B	C	B	1
Orchestra	B	A	A	A	A	$\frac{1}{4}$
Band	A	B	B	B	B	$\frac{1}{4}$
Physical Education	A	A	A	A	A	$\frac{1}{4}$

## Sophomore Year

English	C	B	B	C	C	1
French	B	B	B	B	B	1
Mechanical Drawing	B	B	B	B	B	1
Band	C	C	C	C	C	$\frac{1}{8}$
Orchestra	-	-	B	B	-	-
Physical Education	A	A	A	A	A	$\frac{1}{4}$

## Junior Year

English	C	C	C	B	C	1
U. S. History	C	C	D	C	C	1
Trigonometry	-	-	B	B	B	$\frac{1}{2}$
Chemistry	B	A	B	B	B	1
Physical Education	C	B	C	D	C	$\frac{1}{4}$

## Senior Year

English	C	C	B	C	C	1
French	B	C	B	B	B	1
Physics	B	B	B	B	B	1
Typing	C	D	C	B	C	1
Physical Education	B	B	B	A	B	1

Arnold liked his school subjects, except those which required oral recitations, such as history and literature. He prepared his lessons well, and spent about three and one half hours in study each evening.

In rating vocations in order of his preference he gave: 1 - engineer, 2 - banker, 3 - dentist, 4 - doctor.

An attitude analysis showed the subject to be quite a normal individual.

He was quite able to judge himself correctly. He showed his independence by answering the following questions in the negative: "Do you dislike finding your way about in strange places? Do you feel self-conscious in the presence of superiors in the academic or business world? Are you slow in making decisions? Do you prefer traveling with someone who will make the necessary arrangements to the adventure of traveling alone? Do you like to bear responsibilities alone? Do you want someone to be with you when you receive bad news? When you are in low spirits, do you try to find someone to cheer you? Do you especially like to have attention from acquaintances when you are ill? Does your ambition need occasional stimulation through contact with successful people?" These and the answers to many other questions showed his attitudes, unless they were answered in way of compensation. This fact, the speech teacher was unable to discover.

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

A portion of a conversation between the school counselor and the stammerer told of the general conditions of his speech and health:

- Q. When did your stammering begin?  
A. When I went to grammar school. Then I quit, and I came to high school, and found myself doing it again.
- Q. You know any particular cause for starting again?  
A. No, in one class I do it more than any other. That was last year. My voice was changing and I didn't talk very loudly.
- Q. As a child, you stammered?  
A. I think I did, but not so badly.
- Q. Do your father and mother have any trouble?  
A. No. My sister and one brother have difficulty. My sister has more difficulty than I. She took private lessons which helped her speech temporarily. A younger brother in grammar school is not doing so well, in fact he is getting worse.
- Q. Are there any certain words or sentences that cause trouble?  
A. No. It starts on the beginning of a sentence.
- Q. Have you ever had any throat or nose trouble?  
A. I had my tonsils removed about six years ago.
- Q. Are you more nervous sometimes than others?  
A. Some days I feel it more than others. I have been taking Cod Liver Oil.
- Q. Are your eyesight and hearing good?  
A. Yes. I notice my speech is better since my work with Miss Blank in speech class."

As previously stated, Arnold had no apparent speech difficulty outside of school; but in his English and history classes particularly, he had the greatest fear of speaking. No matter what amount of careful preparation he made when he studied his lessons, his blocking on many first words in

sentences prevailed. His intense embarrassment took the color from his cheeks, made his breathing jerky, and often overpowered his well-planned thoughts until he apparently forgot what he was going to say.

Being a most intellectual boy, with an intelligence quotient of 119 according to the Terman group test, the subject was very eager to grasp any suggestion to help his speech condition. Of particular benefit to him were the mental hygiene talks on such subjects as Self-confidence, Fears, Friendships, or Compensation. He realized that attacks of indigestion and nausea, occurring just after he attempted to give a formal talk, were the result of his nervous instability. He tried to visualize his audience and teacher when he was at home practicing the delivery of a speech to be given at school on the following day. He said this proved helpful to him. Dramatization was helpful also, for again visualization entered, and he "pictured" the part of a king or some other character he was portraying; thereby, he would forget himself and speak freely.

#### LATEST STUDY OF THE SUBJECT

The last physical examination showed Arnold was five feet, seven inches tall; and weighed 130 pounds. Although he was still taking cod liver oil, his general health was improved. Very infrequently did he have an attack of indigestion. His sleep was undisturbed, and he enjoyed his eating.

His brothers' social life and activities did not interest

him, and he was still contented to absorb himself in worth while reading material, or make a model of a boat; however, a recent social contact had been formed. A very fine lad about his own age had the same hobby--boat-building. The two boys worked together in completing a sail-boat, a splendid piece of workmanship.

Although members of the family did not tease him about his reserved manner, they did not expect the subject to cooperate in their activities in any way. By not belonging to any social organizations, he obviated meeting other people. If his interest in his music, boating and boat-building could be encouraged, no doubt he would cease to be a recluse.

If he could successfully pass the adolescent stage and learn to feel his self-importance so that his inferiority complex could be removed, Arnold would become a most worthwhile citizen; whether it be in the capacity of engineer or doctor.

## SUBJECT VIII

(Earl Evans)

Though his speech was frequently hesitant on the initial consonant, Earl was an incessant talker. His keen sense of humor made him quite the life of the speech class. This senior, although it had taken him five years to reach his goal, was seventeen years of age at the time of this study. It was with a quizzical air that he studied the motives of the younger members of the speech class. Any suggestion made to the group or to him individually was always most readily accepted. He had executive power, as was shown in his abilities and attitudes, and, in his statement, "Although the boys sometimes call me 'Hydrophobia', I don't let that bother me. I talk just the same whether I hesitate or not." Although during several of his years at school, he was indifferent, the writer knew that when he was a freshman student, he was most ambitious and tried hard to do his English well. His penmanship and spelling were atrocious. His family, his own history, and other factors will throw light on the case.

## THE FAMILY

Living in a most comfortable home, furnished in good taste, Earl had advantages not common to every stammerer. Mr. Evans was a successful surveyor, and his son was interested in his father's work. Though he was more than interested in

his son's progress, Mr. Evans became greatly irritated over his son's lack of success in school. When the boy failed to graduate from high school with his class, he threatened to take him out of school. Earl had not explained to the family that he would not graduate with his class; as a result, the parents were greatly shocked. This incident showed the lack of cooperation and exchange of confidences between the boy and his parents.

With a reasonable amount of success to his credit, and no more than a grammar school education, as far as preliminary training was concerned, Mr. Evans was not at all sympathetic toward Earl's spending so much time in school and "yet he was not able to hold a position of any kind." The father, however, was a good provider, and one who was willing to work of an evening to make blue-prints for his next day's work.

Mrs. Evans was a most conscientious, ambitious person; but did not see why Earl was so different from Jane (the younger sister). "Jane confides in me, but Earl never does. Earl isn't the least bit tidy about his room or his personal appearance. I can't see what makes him that way." These were assertions made to Miss Blank. In one way it was surprising that Mrs. Evans had not a better understanding of her son. She graduated from high school and Teacher's college, but did not practice the teaching profession. After her marriage, she was not employed away from home. Previous to that time, she did stenographic work. "I did not teach, because I decided I would not like the profession," stated

Mrs. Evans. She showed by her conversation that she was well educated. But she frankly admitted she did not understand her son's actions and attitudes.

During recent years, Mrs. Evans suffered from organic heart attacks which hindered her assuming any more responsibilities than were necessary. "It actually makes me ill to think that Earl will not put forth the effort to succeed at school. We had plans made to send him to college, but his grades thwarted them."

The younger daughter, aged thirteen, was above the average in intelligence and adolescent interests. According to the Terman group test she had an intelligent quotient of 132. She was a demure, reserved, conscientious sophomore. There was no inferiority feeling that would arise in the stammerer as the result of Jane's success or domineering attitude. Although she was not an overwhelming social butterfly, Jane was well liked by her numerous friends. Unlike Earl, she was a very good student, striving hard to keep on the school's honor roll. Her likes and dislikes were apparently those of an average adolescent; for example, she disliked to do housework and practice her piano lessons, but had a great liking for sewing. She wanted to be a costume designer and own her shop. Perhaps the same creative ability Jane showed through her plans for her sewing, was shown in Earl when he exhibited a great satisfaction in planning a blue-print for his father.

There were no speech disabilities except Earl's and no prolonged illnesses of any kind. Mr. Evans had been totally



deaf in one ear for a number of years. This he attributed to influenza from which he suffered at the time he lost his hearing. This affliction probably helped account for his irritability.

#### SUBJECT'S HISTORY

When the father was thirty, and the mother twenty-five, Earl was born a most normal child and thrived heartily. His early life was uneventful and not precocious.

The subject had several illnesses when he was a child. After he had measles, at the age of six, his eyes were weak. As a correction, glasses were worn. Although there were no seeming lasting effects, the subject contracted whooping cough at the age of six; mumps, at the age of nine; and chicken-pox, the next year. It was at the age of eleven that he broke his right arm.

Earl was evidently a left-handed person, although he was forced to write with the right hand. He began to write with his left hand, but his first grade teacher rapped his knuckles and continuously scolded him until he wrote with his right hand. When he had his broken right arm, Earl said he used his left hand for writing, and after practice, he was able to write with it about as well as he had done with the other hand. However, he reverted to his right hand after the broken bone was mended, and continued to use it.

Since Earl had the advantages of large city school systems, his preparation for high school should have been adequate.

He began school at the age of six without any previous training in reading, writing or working with numbers. With two double promotions, he graduated from grammar school at the age of twelve, well prepared, as the family believed, to enter high school.

Earl's entire high school program showed a lack of continuity. His repeated failures showed his lack of self-discipline and instability. Following were the subjects he took, and the quarterly grades received:

#### First Year

	1	2	3	4	Av.	Cr.
English	B	C	C	B	C	1
American History	B	B	B	B	B	1
Freehand Drawing	D	D	-	-	D	$\frac{1}{2}$
Mechanical Drawing	-	-	F	F	-	-
Algebra	C	C	C	C	C	1
Special Composition	-	-	D	D	-	-
Physical Education	C	B	A	A	B	$\frac{1}{4}$

#### Second Year

English	B	D	C	C	C	1
Special Composition	-	-	-	D	-	-
Spanish	F	F	D	F	-	-
World History	C	F	C	F	-	$\frac{1}{2}$
Geometry	C	C	F	F	-	$\frac{1}{2}$
Mechanical Drawing	D	-	-	-	-	-
Physical Education	B	A	A	B	B	$\frac{1}{4}$

#### Third Year

English	C	C	C	D	C	1
Special Composition	-	-	D	C	D	-
English (repeated)	-	-	-	C	-	-
Stagecraft	-	-	B	F	-	-
U. S. History	C	C	B	C	C	1
World History	-	D	-	C	-	-
Advanced Algebra	-	-	C	C	-	$\frac{1}{2}$
Geometry (repeat)	-	-	C	C	C	$\frac{1}{2}$
Physical Education	B	B	A	B	B	$\frac{1}{4}$

## Fourth Year

	1	2	3	4	Av.	Cr.
Advanced Composition	D	D	C	D	D	1
Advanced Algebra	D	D	C	D	C	1
Economics	-	-	C	D	D	$\frac{1}{2}$
Problems of Democracy	C	B	-	-	B	$\frac{1}{2}$
Chemistry	B	C	C	C	C	1
Physical Education	B	D	C	C	C	$\frac{1}{4}$

## Fifth Year

Public Speaking	C	C	B	C	C	1
Trigonometry	B	B	B	B	B	1
Physics	B	B	C	B	B	1
Typing	C	B	B	C	C	1
Advanced Composition, (repeat)	D	D	-	-	-	-
Physical Education	B	A	B	B	B	$\frac{1}{4}$

Although the average grade was shown on the quarterly reports recorded above, his English composition grades were far poorer than those in literature. The Special Composition which he took was to raise poor grades received in the regular English classes. The record showed no grade higher than "C" was ever obtained. With the hopes of receiving grades higher than a "C", he enrolled in Advanced Composition. Although half a year's course was repeated, he was not successful; and the resultant grade was "D". Earl said, "I can't spell; that's the main reason I can't get a good grade in writing. I'd rather express myself orally any day." It is quite true, "he has been one of the most interested members of the public speaking class this year," stated the teacher.

It was his mechanical drawing that seemed to cause his first downfall at school. Mr. Evans became much irritated over his son's failure in the subject, and upon taking up the

matter with the instructor, he was told his son's work was most untidy, careless, and slow, and his printing was wretched. Still, Mr. Evans did not see the teacher's point of view, and later in talking to the speech teacher, he said, "My son has been able to make most satisfactory blue-prints for years. Why should one's printing be absolutely letter-perfect. When I saw how foolishly my boy was being graded, I lost all interest in his schooling. Up to this time I intended for him to take engineering at college. But he had to be recommended in his drawing courses." The inference made by the speech teacher on this matter was that the father lost interest in the school, and hence momentary interest in his son's progress at a time when he needed much encouragement. It appeared that Earl's finer muscles were not well controlled. This was evident in his lack of ability to write and draw well.

In his first interview with the school counselor, Earl asserted that he "felt himself shiftless." He was advised "to go into his father's business for six months and hold himself intently to it in order to learn to discipline himself." At the end of six months, Earl interviewed the counselor again, meanwhile spending each afternoon in his father's office. He reported that he found the work favorable, and believed he could be successful in it.

In summarizing his attitude toward his school subjects, Earl showed his "likes" outnumbered his "dislikes." The subjects in which he failed--spelling, language, grammar, freehand drawing and Spanish--were those he disliked. Strange

to say he indicated that in grammar school, he liked writing.<sup>1</sup>

Earl's play and activity interests were apparently normal. His dislikes were few, and he participated in group activities. Those games requiring athletic ability, and large and small muscle activity were of great interest to him. In speaking of his tennis, he remarked, "It all depends how I feel. Sometimes I can play a good game, other times I can't seem to 'serve' or 'drive' either<sup>2</sup>." This again showed his lack of constant muscle coordination. Just as his game of tennis was faulty, so his speech seemed.

Opportunities for social contacts were abundant. Of the eight cases studied, Earl appeared to be the best socially adjusted.<sup>3</sup> He was not extremely introverted. He liked to go to parties, to organize games and be a leader of them, and liked to make speeches. In expressing himself about his social interests, he admitted he preferred small groups of people whom he knew, to larger groups of strangers or mere acquaintances. The family entertained friends occasionally in the home, either at parties or meals. Earl learned to dance, but admitted to Miss Blank that he "felt very awkward" and couldn't say that he liked it very much. The truth of the matter was however, he had a particular girl friend who enjoyed dancing; so for her sake, he bravely

<sup>1</sup> Appendix VIII

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

attempted to learn.

Earl was strictly chaperoned, and until six months ago, he was not allowed the family car for social engagements. "I always stay up until he comes home," asserted Mrs. Evans, "and he usually comes at the time he is expected. We never allow him to go out on school nights. He is always in bed by nine-thirty."

Earl's interest in social organizations were worth while. He was a member of the DeMolay and Boy Scouts. He organized scout troops and held every office. Each year he went with the organization to summer camp. Whenever funds were solicited, he helped.

However, Earl did not win many distinctions of merit. In grammar school, he won a "Block E" for track. No particular honors were won in high school, but he belonged to a dramatic society. Although he did no acting, he helped build stage sets.

The subject's reading interests were fairly good. His only dislike was for emotional fiction. He was indifferent toward poetry, drama, and informational fiction (including Shakespeare). He read the following magazines: Boy's Life, American Boy, Saturday Evening Post, National Geographic, and Harper's. This showed his choices were not cheap and trashy. In order of preference, he listed the following books: 1 - Roughing It, 2 - Twenty Thousand Leagues Under the Sea, 3 - Captain Courageous, 4 - Seven Years Before the

Mast, and 5 - Tale of Two Cities.<sup>1</sup>

In an attitude analysis, Earl appeared to have quite a wholesome outlook on life. He claimed he would just as lief some one would show him how to "start" something as "start" it himself; that he was talkative in a social gathering if he knew the group; that it gave him great confidence in himself when someone in his father's office came to him for advice or he had the opportunity to answer phone calls; that sometimes people were successful in taking advantage of him, (for example, he sometimes felt he got cheated in making an exchange for his stamp collection, which was his hobby); and he frankly admitted he could not "stick to a tiresome task for a long time without someone prodding or encouraging" him. This last statement showed distinctly, just what Earl's instability really was.

The subject assumed home responsibilities. Whenever his mother was ill, he helped his sister "keep house." For a good many years, he was responsible for the "yard work and fuel for the fire." One summer when the family lived near a vineyard, Earl picked grapes; this was at the age of ten. From the time he was twelve to fifteen, he had a paper route. During the summer, when he was fifteen, he helped in a grocery store. At intervals after that time he was employed by his father. During his last school year, he spent each afternoon and Saturday in his father's office.

<sup>1</sup> Appendix VIII

In speaking about a chosen vocation, Earl claimed he planned to be an engineer. His parents, school counselor, and friends encouraged him in his selection, for he liked science and mathematics particularly well. In estimating different vocations, he selected the following in order of preference: 1 - engineer, 2 - surveyor, 3 - clerical work, 4 - welfare or social work.

Items of interest and additional information in regard to the subject's history were gained from the Home Information questionnaire.<sup>1</sup> Among other statements gathered in this way, Mrs. Evans stated in estimating her son's emotional states, that he "displayed a normal amount of joy, anger, love, and affection."

#### HISTORY OF SUBJECT'S STAMMERING CONDITION

It was not known until four years ago that when Earl started to school, his teacher had forced him to write with his right hand. This information was obtained after much questioning by a speech specialist with whom he took weekly lessons for nearly a year to help his stammering condition. This change in handedness was held as the cause of his stammering, the incipency of which occurred about the age of seven when he was trying to learn to write.

At the conclusion of the study of his case, Earl hesitated frequently on the initial consonant. There was no marked change in his condition during the year; but the writer

<sup>1</sup> Appendix VIII



remembered him as a freshman, at which time his blockings were much more frequent. The marked improvement during the last four years may have been due to the fact that he had the private lessons which showed him how to relax, to dispel his fears of speaking, and to rebuild in him better attitudes and interests. "Whenever I have my speeches well made, I can give them before the class without hesitating;" such was the remark of the subject to the school counselor. The public speaking teacher agreed with the statement. In speech class, he did not block when he read, and if he did not get excited when he talked, he spoke smoothly. Once in awhile "I start out as though I can't get the first word out. Yesterday, I tried to ask a question, but I couldn't say the first word;" thus he asserted himself to the speech teacher in a conference.

The writer was unable to learn whether the subject's speech disability was improved during the time he wrote with his left hand, at the age of eleven, when his right arm was broken. She was under the impression that the subject might have profited by reverting to left-handedness; although no experiment was tried.

Earl's parents were willing to help follow plans which might improve their son's speech condition. At a dinner given in the home, to which the speech teacher was a guest, the subject of stammering was discussed and forms of therapy agreed upon. It was quite evident, though the parents made no suggestions, they realized a therapy for their son's

speech disability would prove beneficial. Cooperation in helping Earl to relax, to read and speak with moderation, work with a more definite plan and purpose both at home and school--in all these ways, the parents were most helpful.

#### THE LATEST STUDY OF THE SUBJECT

In his last physical examination, Earl was six feet, one inch tall; and weighed 150 pounds. He slept about eight hours, and enjoyed a well-balanced diet prepared by an understanding mother.

In a note from his mother, she told that his speech had improved during the time this study was made. She also said that his attitude toward himself and his school work had improved.

Class discussions on mental hygiene seemed to help Earl. Conferences continued to reveal very personal attitudes and aptitudes.

## CHAPTER VII

## RESUME, SUMMARIES OF CASE STUDIES, AND CONCLUSIONS

## Resume

The purpose of this study was to observe closely the conditions which caused a lack of social adjustment in eight stammerers. The subjects were stammerers from the Stockton High School who showed by examination that they were socially maladjusted.

The study aimed to discover whether traits and abilities present in the stammerers, as represented by their interests and achievements, contributed to their lack of social adjustment; and whether by a process of reeducation, their social adjustment could be made. Assuming oral stammering to be a symptom which indicates the individual unable to make adjustment to the group because of some emotional attitudes or conflicts, a further aim was to help the subjects improve their speech with the hope that they would thereby be able to make a more satisfactory social adjustment.

The approach to the problem was both subjective and objective. By means of class work, individual conferences, visits to the home, and a case study showing the stammerer's history, environment, abilities and disabilities, material for the study was gathered to show both past and present conditions of the eight stammerers.

Each case study was made by obtaining material concerning

the stammerer's home and family, his physical condition, his attitude toward his school subjects, his reading interests, the vocation he considered. Besides these ways, a questionnaire was answered by the home which told of the stammerer's physical condition, his interests, abilities and disabilities. All the above mentioned data was compiled and written under the following divisions: The Subject, The Family, The Subjects' History, History of the Subjects' Stammering Condition, Latest Study of the Subject, and Generalizations from the Data.

Two phases of treatment were used in reeducation--physical hygiene and mental hygiene.

A physiological study was made in order to find the condition of the subject so that proper remedial measures could be made wherever necessary.

Correct habits of eating and sleeping were also stressed.

Through the phase of mental hygiene, the stammerer was given to understand that although his speech difficulty was a real one, it was tied with his fears of facing life situations; and every victory won in this line was a step forward to his ultimate success. There was a discussion of topics such as Fear, Rage, Compensation; and an administration of aid in overcoming maladjustment in attitudes and interests by means of relaxation exercises, a realization of how to meet a situation, and an understanding of how to overcome self-consciousness.

It was also necessary to build in the stammerer a re-education of idea association toward his speech. This was done by establishing the fluency image to replace the word-blockade.

Besides the study of the eight stammerers, another portion of this thesis dealt with an historical survey of theories and experiments made in the field of stammering since 1912.

The present study was related to those reviewed in the historical survey.

#### Summaries of Case Studies

Conclusions were few since the length of time and the number of cases of the study were limited, but some interesting summaries could be made concerning each subject and the study as a whole.

Subject I Perhaps because of the limited financial conditions of the family and the location of the home, social advantages for the stammerer were lacking.

The parents obtained a greater understanding of Claude's problem because of their cooperation with the speech teacher. The father agreed that it was not right to laugh at his son over his stammering condition. To help the boy, he encouraged him to talk more about his school work, or tasks undertaken at home (for example wood-working or gardening). Whenever Claude started to stammer, the parents agreed to help him reduce his rate of speaking. The mother was more than

eager to do anything the visiting teacher suggested, though she never offered any suggestions. The older brother tried to help Claude with his speaking, for he learned to realize that it was imperative for Claude to overcome his handicap. Jack became more of a "pal" for his brother; hence the two were much more congenial.

Claude's speech improved slowly, and he apparently tried valiantly to overcome his difficulty. Discussions in speech class and private conferences on Overcoming Fears, Habit Formation, Self-Importance, and many other subjects to instill in him that he was not in any way inferior to anyone, seemingly were well absorbed. He answered questions asked by his classmates, but still had fear of older people to such an extent that what he said to them was in very brief form. Claude showed by his answers to the aptitude analysis test that he was lacking in aggressiveness.

With Claude's continued efforts and those of the family, as well as the cooperation of the school in giving him added responsibilities and praise, Claude showed signs of eventually becoming socially well adjusted.

Subject II Florence's environment before she came to the Children's Home was not conducive to calmness and quietness which were so necessary in helping her overcome her nervous instability and stammering condition.

Her physical condition was good, and to use her own words, "I get too much sleep." She seemed to enjoy a properly balanced diet.

At home and at school the stammerer engaged in all kinds of activities requiring physical ability.

She had never been employed away from home, and had little knowledge of what vocation to choose.

Although her environment was faulty and she inherited nervous instability, Florence may continue to overcome her speech difficulty, especially if she continues to realize the advantages of doing so. To be placed in a real home where she can be given affection, and can have her energy directed into proper channels will be the greatest help to her.

Improvements in all her attitudes toward people and situations were made. Her cheerful, optimistic view on life will help greatly in making social adjustment possible.

Subject III Harriet improved physically. Simultaneously, her mental attitudes and nervous instability appeared to have improved.

All forms of physical activity appealed greatly to her. Whether she played on the athletic field or whether she did housework, she put forth enormous amounts of energy.

Harriet's inferiority complex was replaced by greater confidence in herself as well as other people. She managed her own affairs more satisfactorily, because she no longer tried to bear the burdens of the family. Interest in others, especially the family for whom she worked after school, helped immensely. She rapidly overcame her fears and worries, both about herself and the family. This seemingly had come about mainly through the study of mental hygiene. Harriet's speech improved, perhaps because of these factors, and because she

learned the art of relaxation and breath control.

In an attitude analysis, Harriet agreed that she was slow in making decisions, troubled with shyness, worried too long over humiliating experiences, and that she changed from pleasant to unpleasant moods, an indication of instability. As a whole, her attitudes were wholesome.

Harriet was rapidly becoming a more social being.

Subject IV The subject lived in a home environment that was none too conducive toward his overcoming his nervous instability. He was petted and pampered too much. In other ways, however, the parents cooperated with the speech teacher satisfactorily. By means of cooperation of the home, Bert's interest in home duties increased.

Bert was as rugged as one might expect him to be without having his tonsils and adenoids removed. He ate well and regularly, and his sleeping habits were improved.

At school he became more interested in other people, but still claimed to be "indifferent toward the opposite sex."

His studying and daily planning of tasks became better systematized. More time was spent on his school subjects in order to bring the results of which he was capable.

His reading interests were widened and strengthened. Changes for the better were made, due to suggested lists given by the English teacher.

Instead of seeking a single opponent in a game--such as tennis--Bert learned to enjoy more people. Although his opponents were superior, he convinced himself that he could



win. His attitude, "I can't be bothered," that existed, was replaced by, "I wonder what I can do for the other fellow."

As a whole, Bert's attitude was wholesome. His alert mind was never caught off guard--whether he was in the class room or at a social gathering. Nothing said or done in speech class escaped his notice, and usually there was a spontaneous comment. His speech was far more intelligible than it had been previously, due, primarily, to a slower rate of speed.

With continued cooperation on the part of the parents, the subject, and the school, no doubt Bert could make a most ideal social adjustment.

Subject V Isabel was in good physical condition, but her habits of eating were not regular. Her likes and dislikes of certain foods were so pronounced that a balanced diet seemed out of the question.

Her school work was done with a great deal of zest and efficiency.

She participated in activities requiring athletic skill, but she was more greatly interested in vocal music.

Isabel's home environment was not conducive to the overcoming of the stammering condition; but the parents apparently tried to cooperate in most ways that were suggested, except in giving the daughter added home responsibilities.

The stammerer only slightly availed herself of the opportunities afforded her to improve socially.

As a whole, the subject saw she was not such a "busy

person" after all. She appeared to be less introverted. There were a few people whom she at least learned to tolerate; and with a good deal of grace and charm. Such associations, let it be hoped tended toward a more friendly and lovable spirit which resulted in the subject's being well adjusted socially.

Subject VI George was of a broken home. His mother attributed his stammering to this fact.

Physically, the stammerer was very well. His habits of eating were good, and because he had few interests outside the home, he retired early and slept well.

George was interested in boating and golfing. The latter sport became quite a hobby and means of recreation.

His school work was fairly well done. He had no special likes or dislikes for any subject.

The stammerer said he intended to become a professional golfer. His interest in this activity brought him in close connection with many people, and afforded him one of the best opportunities to become better socialized.

With persistent effort and determination such as he exhibited during the time this study was made, George may be able to overcome his speech difficulty. He realized no tricks of magic would cure him; on the contrary, he realized that only through his own right thinking and attitudes would he become better adjusted socially.

Subject VII Arnold did not inherit any diseases or apparent weaknesses. When he was a child, he was physically well and his growth was normal.

Due to the fact that he was afforded every opportunity to become socialized, but did not take it, proved his interests and attitudes should be studied.

He was interested in machinery, and showed athletic ability of which he made, seemingly, little use.

His reading interests were diversified and of good quantity as well as quality.

Arnold's school work was well done; in fact, above average. He was conscientious in the preparation of his lessons as well as in the daily planning of other tasks given him to do at home.

Although the stammerer cooperated while he was in the speech class by following directions to help his condition, it was doubtful how much outside time he spent in "practicing" the exercises, or doing the suggested reading. He appeared interested in the talks on mental hygiene that were given in the speech class, asked questions, and contributed ideas to the discussions; it was inferred he profited by means of this phase of work.

As his mental attitudes improved, his speech was less hesitant, and his physical condition improved. Social contacts, both at school and elsewhere, appeared to make him less introverted and less reclusive.

Subject VIII From this case study the following observations were drawn: the subject was physically well; his mental attitudes changed for the better; his speech condition, over a period of years improved; his school work was un-

successful in many instances due to a lack of interest and definiteness of purpose rather than lack of intelligence; he adjusted himself fairly well socially. While the parents of this boy were of great help to the case, they also saw the fallacies in being overanxious and overpersistent in regard to their son's progress in school. A change of handedness might have brought about a greater neuro-muscular control, but no experiment was performed.

It was thought quite probable that Earl would adjust well socially, regardless of further improvement in his speech condition.

#### General Summaries from the Data

Family Data With two exceptions, the stammerers' parents were living. In one of the cases there was a stepfather; in the other, it was the mother who was not living. In only one case was there a parent who had any oral-stammering condition.

The parents were cooperative in following suggestions made to help the stammerers' speech and social adjustment.

Just what hindrances to their social adjustment the brothers and sisters of the stammerers were, this fact would have been difficult to ascertain. On the other hand, there appeared to be cooperation in the matter between the stammerers and their older brothers and sisters. In two cases there were other stammerers in the family besides the one under consideration. In one case, that of a boy, there was an older sister and a younger brother who stammered. In the other case, that of a girl, there was a twin brother and a younger sister

who were afflicted. In neither case, as far as it was possible to find out, was there any seeming influence of one stammerer upon another in the same family.

Physical Data As a group, the stammerers were physically well. Three of them wore glasses. Two of these had worn them a number of years. The subjects had good appetites, and as far as it was possible to tell, had well balanced meals.

No child had any prolonged illnesses of seeming lasting effects, but each had the usual children's diseases. There were no congenital diseases.

One of the stammerers formerly used his left hand dexterously.

Play and Activity Interests All the stammerers seemed to enjoy the same activities as do most normal boys and girls. With one exception, the subjects engaged in activities requiring athletic skill.

Social Interests It was found that these students favored small or medium-sized groups. Most of them attended the movies occasionally. One said he attended the movies at least twice a week. In no home did there appear to be friends frequently entertained at meals or with parties.

Attitude Toward School As a group, the subjects liked their school subjects and teachers. The average length of time spent in home study was two hours. No stammerer held a high student-body office, but two were club officers. Two won a letter of distinction--one, for participation in sports; the other, in music.

Unless they volunteered to recite in their regular classes,

only two participated orally. Two recited in their classes without blocking frequently; one of these was enrolled in a public speaking class.

Reading Interests The reading interests, as a whole tended to be those of the normal adolescent. Sensational or emotional fiction headed the list; but other readings, of higher calibre, included history, biography, and travel.

Interests and Attitudes All the stammerers lacked definitions of purpose and planning of their daily work. Although all of them were of normal intelligence (about 100), three rated between 125 and 130; nevertheless, none appeared to be doing capacity work at school. It was reasoned this was due to emotional instability which, in most cases, was evident in their oral stammering.

All the subjects liked to conform to style in personal dress, and felt their own importance in out-of-school activities. Two showed and admitted they had an extreme inferiority complex, while the others "questioned" whether or not they had.

Religious Interests Nothing extreme was ascertained in regard to the subjects' religious interests; neither in making use of prayer, nor attending church.

Attitudes Toward Vocations Due to the fact that no subject was eighteen years of age, no definite decisions were made regarding a vocation. Two planned to attend college in order to prepare for a profession. One had no idea what vocation he wanted to follow. Parents and teachers were the greatest influences in helping the stammerers to formulate their plans for the future.

Home Responsibilities One student assumed no home responsibilities; another did little more than "fill the water-glasses at the dinner-table previous to serving a meal;" the others did errands such as were required of most high school students.

Jobs Three of the stammerers were employed away from home by doing such work as clerking in a store, having a paper-route, or picking fruit. One girl was employed to do kitchen work and to care for children.

#### Conclusions from Cases Studied

There were no radical changes in social adjustments. Each stammerer showed improvement in attitude and changes of interest; and nearly everyone showed a marked improvement in his speech.

It is quite probable that with continued effort and cooperation on the part of the stammerer, his parents, and the school, a further improvement of the speech condition and social adjustment can be accomplished.

## APPENDICES CONTAINING QUESTIONNAIRES

## Appendix I

INDIVIDUAL REPORTName in full Subject I (Claude Gregory)Height 5 ft., 5 in. Weight 118 Place of birth San Jose

Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town pop.
			Under 500	500 to 2500
				Above 2500
1.	Calif.	13	Yes	near city
2.				
3.				
4.				
5.				

Number of children in family 3 Brothers 3 Sisters Which one of the children were you, i.e., 1st, 2nd? 2nd

Birth conditions

Age of father at time of your birth 35 Age of mother 28Did any children die of natural causes after 1 yr. of age? No  
If so, give case, age, and cause.What prolonged illnesses occurred in family? Is father living? Yes If not, give cause of his death   
Your age at that time .Is mother living? Yes If not, give cause of her death   
Your age at that time .If parents are divorced, or separated, what was your age at the time of their separation? .In case of separation of parents, with whom have you lived? .



PHYSICAL DATAEye Trouble: Nearsightedness? No Farsightedness? \_\_\_\_\_

Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_

Wear Glasses? No Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_

Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_

Rate of eating: (Underline) rapidly, moderately, slowly.Hours of sleeping: Number in upper grades? 10 In high school? 10

Are hours of sleeping regular as to going to bed and in number? \_\_\_\_\_

Most of time they are same.Subject to colds? Yes How frequently? Not oftenAthletically inclined? No, not much.

Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

## Record of Illness, etc.

	: Check	: Age	: Severity	: Any lasting effects
Measles	:	:	:	:
Mumps	: <b>X</b>	: <b>12</b>	: <b>No</b>	: <b>No</b>
Whooping Cough	: <b>X</b>	: <b>5</b>	: <b>Yes</b>	: <b>No</b>
Chickenpox	: <b>X</b>	: <b>9</b>	: <b>No</b>	: <b>No</b>
Scarlet Fever	:	:	:	:
Tonsillitis	:	:	:	:
Diphtheria	:	:	:	:
Surgical Operations	:	:	:	:

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it. **Right**

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L 1(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |  |                                     |
|--|-------------------------------------|
| L 1 ② d D-Roll hoops <i>gs</i>         | L 1 ? d D-Cook a meal               |
| L ① ? d D-Spin tops <i>gs</i>          | L 1 ? d D-Play with dolls           |
| ① 1 ? d D-Fly kites <i>gs</i>          | L 1 ? d D-Play house                |
| L 1 ? d D-Walk on stilts               | L 1 ? d D-Play Sunday school        |
| L ① ? d D-Ride bicycle <i>gs</i>       | L 1 ? d D-Play school               |
| L 1 ? d D-Skate                        | L 1 ? d D-Play store                |
| L 1 ? d D-Hike                         | L 1 ? d D-Put on a show             |
| L 1 ? ① D-Do garden work               | L ① ? d D-Dominoes <i>gs</i>        |
| L 1 ? d D-Shoot                        | L 1 ? d D-Crokinole                 |
| ① 1 ? d D-Fish <i>N</i>                | L 1 ? d D-Tiddlewinks               |
| ① 1 ? d D-Swim <i>N</i>                | L ① ? d D-Guessing games <i>gs</i>  |
| L 1 ② d D-Ride horseback               | L 1 ? d D-Cards (Playing)           |
| L 1 ? d D-Row a boat                   | L 1 ? d D-History cards             |
| L 1 ② d D-Use tools <i>N</i>           | L 1 ? d D-Geography cards           |
| L 1 ② d D-Work with machinery <i>N</i> | L 1 ? d D-Charades                  |
| L 1 ? d D-Drive an auto                | L 1 ? d D-Anagrams                  |
| L 1 ? d D-Play tag                     | L ① ? d D-Anty over <i>gs</i>       |
| L 1 ? d D-Ring around a rosy           | L ① ? d D-Prisoner's base <i>gs</i> |
| L ① ? d D-London Bridge <i>gs</i>      | L ① ? d D-Snap the whip <i>gs</i>   |
| L 1 ② d D-Farmer in the dell <i>gs</i> | L 1 ② d D-Tug of war <i>gs</i>      |
| ① 1 ? d D-Hide and seek <i>gs</i>      | L 1 ? d D-Jump the rope             |
| L 1 ? d D-Hopscotch                    | L 1 ? d D-Fox and geese             |
| L 1 ? d D-Drop the H'dkf.              | L 1 ? d D-Shinny                    |
| L 1 ? d D-Puss in corner               | L 1 ? d D-Dance                     |
| ① 1 ? d D-Marbles <i>gs</i>            | L 1 ? d D-Take care of child        |
| L 1 ? d D-Croquet                      | L 1 ② d D-Checkers                  |
| L ① ? d D-Baseball <i>N</i>            | L 1 ? d D-Chess                     |
| L 1 ② d D-Racing and jumping <i>N</i>  | L 1 ② d D-Organize games            |
| L 1 ? d D-Handball                     | L 1 ? d D-Organize a club           |
| L 1 ? d D-Tennis                       | L 1 ? d D-Girl scout work           |
| L 1 ? d D-Volleyball                   | L 1 ? d D-Make speeches             |
| L ① ? d D-Basketball <i>N</i>          | L 1 ② d D-Go to parties             |
| L 1 ? d D-Do plain sewing              | L 1 ? d D-Make booklets             |
| L 1 ? d D-Knit, do fancy work          | L 1 ? d D-Publish Papers            |

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

SCHOOL INTERESTS

At what age did you begin to read? 6

Begin to work with numbers? Count 200 back and forward, age 4

Before entering school, could you read? Yes Work

with numbers? Yes Write name and a few short words? Yes

At what age did you enter public or private school? 6

In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>30</u>	7th	<u>X</u>	:	<u>35</u>
2nd	<u>X</u>	:	<u>33</u>	8th	<u>X</u>	:	<u>32</u>
3rd	<u>X</u>	:	<u>35</u>	9th	<u>X</u>	:	<u>2500</u>
4th	<u>X</u>	:	<u>30</u>	10th	<u>X</u>	:	<u>2500</u>
5th	<u>X</u>	:	<u>30</u>	11th	:	:	
6th	<u>X</u>	:	<u>35</u>	12th	:	:	

How many years did you attend a one-room rural school? 6 yrs.  
(8 grades)

Are you regular in attendance at school? Yes if not,  
to what extent irregular and why?

Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferent

Are you tardy in getting to school?  
(underline) regularly  
occasionally  
not at all

Have you disliked to go to school at any time? No If so,  
when and to what extent?

Have you disliked your teachers at any time? No If so,  
at what age or grade and to what extent?

Were you ever punished severely in school? \_\_\_\_\_ If so,  
describe briefly the punishments and frequencies.

What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects. Usually good.

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page\_\_\_\_)

- |  |  |
|--|--|
| L <input checked="" type="radio"/> ? d D-Reading     | L 1 ? d D-Spanish  |
| <input checked="" type="radio"/> 1 ? d D-Arithmetic  | <input checked="" type="radio"/> 1 ? d D-General Science |
| L <input checked="" type="radio"/> ? d D-Spelling    | L 1 ? d D-Biology  |
| L <input checked="" type="radio"/> ? d D-Writing     | L 1 ? d D-Physics  |
| L 1 <input checked="" type="radio"/> ? d D-Language  | L 1 ? d D-Chemistry                                      |
| L 1 ? <input checked="" type="radio"/> d D-Grammar   | L 1 ? d D-Zoology  |
| L 1 ? d D-U. S. History                              | L 1 ? d D-Botany   |
| L <input checked="" type="radio"/> ? d D-Geography   | L <input checked="" type="radio"/> ? d D-Bookkeeping     |
| L 1 ? d D-Hygiene                                    | L 1 ? d D-Shorthand                                      |
| L 1 ? d D-Civics                                     | <input checked="" type="radio"/> 1 ? d D-Typing          |
| L 1 ? d D-Vocal Music                                | L 1 ? d D-Mechanical Drawing                             |
| L 1 ? d D-Inst. Music                                | L 1 ? d D-Free. Drawing                                  |
| L 1 ? d D-Algebra                                    | L 1 ? d D-Woodworking                                    |
| L 1 ? d D-Geometry                                   | L 1 ? d D-Sewing   |
| L <input checked="" type="radio"/> ? d D-Composition | L 1 ? d D-Cooking  |
| <input checked="" type="radio"/> 1 ? d D-Literature  | L 1 ? d D-Physical Training                              |
| L 1 ? d D-Journalism                                 | L 1 ? d D-Folk Dancing                                   |
| L 1 ? d D-Latin                                      | L 1 ? d D-Nature Study                                   |
| L 1 ? d D-German                                     | L 1 ? d D-Modeling                                       |
| L 1 ? d D-French                                     | L 1 ? d D-Painting                                       |
|  | L 1 ? d D-_____  |

Hours spent daily in home study: (encircle)

in upper elementary grades ☒  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3

in high school  $\frac{1}{2}$  1 ☒  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3  $3\frac{1}{2}$  4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study. **No**

List kind and number of each kind of musical instrument in your home. **Radio**

Reading Interests

Size of Home Library,  
(Check size)

Below 10 books ✓  
 From 10 to 25 \_\_\_\_\_  
 From 25 to 50 \_\_\_\_\_  
 From 50 to 100 \_\_\_\_\_  
 From 100 to 500 \_\_\_\_\_  
 Above 500 \_\_\_\_\_

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L 1 ? d D-Fairy tales, folk tales, Classic Myths
- Ⓔ 1 ? d D-Nature and animal stories
- N L 1 Ⓔ d D-History, biography, and travel
- N L Ⓔ ? d D-Science
- N L Ⓔ ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine)
- L 1 ? Ⓔ d D-Stories of home and school life
- N L Ⓔ ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine)
- 15 L 1 ? Ⓔ d D-Poetry and drama
- L 1 ? d D-Children Encyclopedias
- L 1 ? d D-Informational fiction, including the classics  
(Such as Shakespeare)
- L 1 ? d D-Emotional fiction (popular novel and love story)
- L 1 ? d D-Current magazine articles (listing in margin,  
magazines you read)
- L Ⓔ ? d D-Youth's Companion and similar papers
- L 1 ? d D-Sunday school papers
- N Ⓔ 1 ? d D-Daily newspapers

List your five favorite books in order of preference:

1. Robinson Crusoe
2. Swiss Family Robinson
3. Castaway Island
4. Boy Scout Series
5. \_\_\_\_\_

# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- ☐ L ☐ 1 ? d D-Save large part of money earned
- ☐ L ☐ 1 ☒ 2 d D-Be popular
- ☐ L ☐ 1 ? ☒ 3 d D-Be criticized
- ☐ ☒ L ☐ 1 ? d D-Take physical exercise
- ☐ L ☐ 1 ☒ 4 d D-Make use of prayer
- ☐ L ☐ 1 ☒ 5 d D-Take part in community work and activities
- ☐ ☒ L ☐ 1 ? d D-Rely upon memory
- ☐ ☒ L ☐ 1 ? d D-Do mental work (study)
- ☐ L ☒ 1 ? d D-Be a success in society
- ☐ L ☐ 1 ? d ☒ 6 D-Be supervised
- ☐ ☒ L ☐ 1 ? d D-Keep appointments to the minute
- ☐ ☒ L ☐ 1 ? d D-Be among upper 10% of classmates
- ☐ L ☐ 1 ? d ☒ 7 D-Play with small children **except younger brother (age 9)**
- ☐ ☒ L ☐ 1 ? d D-Play with others about your own age
- ☐ ☒ L ☐ 1 ? d D-Plan daily work
- ☐ ☒ L ☐ 1 ? d D-Strictly carry out daily plan
- ☐ L ☐ 1 ☒ 8 d D-Do religious work
- ☐ L ☐ 1 ☒ 9 d D-Purposely make many friends
- ☐ L ☐ 1 ☒ 10 d D-Do physical work
- ☐ L ☐ 1 ☒ 11 d D-Conform to style in personal dress
- ☐ ☒ L ☐ 1 ? d D-Work under strict requirements
- ☐ ☒ L ☐ 1 ? d D-Be imaginative
- ☐ ☒ L ☐ 1 ? d D-Feel your own importance
- ☐ ☒ L ☐ 1 ? d D-Be loyal to school program
- ☐ L ☐ 1 ? ☒ 12 d D-Rely upon being directed
- ☐ L ☐ 1 ☒ 13 d D-Be restricted in recreations and amusements



CHOICE OF VOCATION

What vocations have you seriously contemplated entering?

At what age?

1. **Bookkeeper**
- 2.
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision?

Show the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school?

**Feeding stock, chickens and turkeys on ranch.**

While attending high school?

**About the same. Help separate milk. Make packing  
boxes for grapes.**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? **No** If so,  
give extent of travel and locations.

Do you belong to a fraternity or similar social organization? **No**

JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
---------------	-----	------	----------

1. **Never worked away from ranch.**
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? **No** If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
<b>1</b> Stenographic work	Welfare or social work
<b>2</b> Clerical work	Librarian
Teaching	Insurance
<b>4</b> Banker	Fireman
Doctor	Broker
Dentist	Minister
<b>3</b> Engineer	Aviator

HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject I as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking

AV.

Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X...?

Strong Liking

AV.

Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking

AV.

Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

HOME INFORMATION FORM

To be used by parents Subject I (Claude Gregory)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....☒2.....3.....4.....5.....?  
Overweight for age      AV.      Underweight for age
2. Health  
.....☒1.....2.....3.....4.....5.....?  
Very healthy      AV.      Sickly
3. Physical Activity  
.....1.....2.....3.....☒4.....5.....?  
Very athletic      AV.      Non-athletic
4. Posture  
.....1.....2.....3.....☒4.....5.....?  
Erect, very straight      AV.      Stooped
5. Hearing  
.....1.....2.....☒3.....4.....5.....?  
Very acute in hearing      AV.      Hard of hearing
6. Eyesight  
.....1.....2.....☒3.....4.....5.....?  
Very keen vision      AV.      Indistinct vision
7. Regularity of eating  
.....1.....2.....☒3.....4.....5.....?  
Eats much between meals      AV.      Never eats between meals
8. Rate of eating  
.....1.....2.....☒3.....4.....5.....?  
Eats very rapidly      AV.      Eats very slowly
9. Use of milk  
.....☒1.....2.....3.....4.....5.....?  
Strong Liking      AV.      Dislikes
10. Use of tea and coffee  
.....1.....2.....3.....4.....☒5.....?  
Uses one or both to      AV.      Uses neither  
excess
11. Use of meats  
.....1.....2.....☒3.....4.....5.....?  
Strong Liking      AV.      Dislikes

12. Use of fresh vegetables  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....✓5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....✓3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....✓5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....✓1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....✓5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....✓5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....✓5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. None
- 
43. Selfishness  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....3.....4.....✓5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None

54. Sense of Humor  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None

55. Cheerfulness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Morose

56. Desire to be popular  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Shrinks

57. Desire for stylish clothes  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None

58. Being on time  
 .....1.....2.....✓3.....4.....5.....?  
 Punctual AV. Late

59. Working under directions  
 .....1.....2.....✓3.....4.....5.....?  
 Cheerful AV. Rebellious

60. Methods of work  
 .....1.....2.....✓3.....4.....5.....?  
 Plans AV. No plan

61. Regularity of attendance at school  
 .....✓1.....2.....3.....4.....5.....?  
 Never misses AV. Absent

62. Loyalty to school  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None

63. Attitude toward ideals and heroes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None

64. Use of imagination  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None

65. Making purchases at stores  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Dislikes

66. Attitude toward company of others  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes



67. Emotional Attitudes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....✓1.....2.....3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....1.....2.....✓3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....✓5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None
81. Generosity  
 .....1.....2.....✓3.....4.....5.....?  
 Great AV. Selfish
82. Emotional attitudes  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
83. Check the emotional states to which he is especially  
 subject: Brief comments would be welcomed.)  
**Fears people if he**  
 Fear. **must talk to them** anger.....  
**Likes to be**  
 Joy, Laughter..... Love, Affection. **appreciated,**  
 Hate, Aversion..... Disgust, Scorn, Contempt.....  
 Worry, Moodiness.... Envy, Jealousy.....
84. What conditions, or factors, in his home may have  
 influenced him to choose.... **Office Work**.....  
 as a profession? **A liking for figures.**
85. What traits, or qualities, does he manifest as a pupil  
 that indicates he might succeed in a chosen vocation.  
 (Include qualities in dramatics, music, art, use of  
 imagination, self-control, honesty, moral courage,  
 sense of humor, cheerfulness, etc.)
86. Please give such additional information as you can  
 that will throw light upon his general condition as  
 a stammerer. What suggestions can you make to help  
 him overcome his hesitations in speech?

**"Claude never stammered until after he began to  
 attend school. He was very shy, and his first  
 teacher was very severe in manner.**

**The best help in overcoming the difficulty seems  
 a great interest in his lessons, which he has.**

**Kindness of teachers is a help to him."**

## Appendix II

INDIVIDUAL REPORTName in full Subject II (Florence Dodge)Height 5 ft., 3 in. Weight 117 Place of birth San Francisco

Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town	pop.
				Under 500	500 to 2500
					Above 2500
1.	Calif.	2			X
2.	Calif.	2			X
3.	Calif.	10			
4.					
5.					

Number of children in family 6 Brothers 3 Sisters 2Which one of the children were you, i.e., 1st, 2nd? 1st

Birth conditions

Age of father at time of your birth ? Age of mother ?Did any children die of natural causes after 1 yr. of age? No

If so, give case, age, and cause.

What prolonged illnesses occurred in family? NoneIs father living? Yes If not, give cause of his death \_\_\_\_\_

Your age at that time \_\_\_\_\_.

Is mother living? No If not, give cause of her death scarletYour age at that time 13 fever and heart trouble.

If parents are divorced, or separated, what was your age at the time of their separation? \_\_\_\_\_.

In case of separation of parents, with whom have you lived? \_\_\_\_\_.

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_  
 Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_  
 Wear Glasses? No Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_  
 Toothache? Yes How frequently? once At what ages? 10  
 Rate of eating: (Underline) rapidly, moderately, slowly.  
 Hours of sleeping: Number in upper grades? 12 In high school? 12  
 Are hours of sleeping regular as to going to bed and in number? Yes

Subject to colds? Yes How frequently? Not often  
 Athletically inclined? Yes. Intend to be physical education teacher.

Age in year and month of inception of menstruation? 13 yrs., 6 mos.

(Developmental data)

## Record of Illness, etc.

	Check	Age	Severity	Any lasting effects
Measles	<u>X</u>	<u>8</u>	<u>No</u>	<u>No</u>
Mumps				
Whooping Cough	<u>X</u>	<u>9</u>	<u>No</u>	<u>No</u>
Chickenpox	<u>X</u>	<u>7</u>	<u>No</u>	<u>No</u>
Scarlet Fever	<u>X</u>	<u>13</u>	<u>No</u>	<u>No</u>
Tonsillitis				
Diphtheria	<u>X</u>	<u>10</u>	<u>No</u>	<u>No</u>
Surgical Operations				

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it. Right-handed.

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |   |   |
|---|---|
| L 1 ? d D-Roll hoops                      | L ① ? d D-Cook a meal                     |
| L 1 ? d D-Spin tops                       | L 1 ? ② D-Play with dolls                 |
| L 1 ? d D-Fly kites                       | L ① ? d D-Play house <sup>gs</sup>        |
| L ① ? d D-Walk on stilts <sup>N</sup>     | L 1 ? ② D-Play Sunday school              |
| L ① ? d D-Ride bicycle <sup>N</sup>       | L ① ? d D-Play school <sup>gs</sup>       |
| L ① ? d D-Skate <sup>N</sup>              | L ① ? d D-Play store <sup>gs</sup>        |
| L ① ? d D-Hike <sup>N</sup>               | L ① ? d D-Put on a show                   |
| L ① ? d D-Do garden work <sup>N</sup>     | L ① ? d D-Dominoes <sup>N</sup>           |
| L ① ? d D-Shoot <sup>N</sup>              | L 1 ? d D-Crokinole                       |
| L 1 ? ② D-Fish                            | L 1 ? d D-Tiddlewinks                     |
| L ① ? d D-Swim <sup>N</sup>               | L ① ? d D-Guessing games <sup>gs</sup>    |
| L ① ? d D-Ride horseback <sup>N</sup>     | L ① ? d D-Cards (Playing) <sup>N</sup>    |
| L ① ? d D-Row a boat <sup>N</sup>         | L 1 ? d D-History cards                   |
| L 1 ? d D-Use tools                       | L 1 ? d D-Geography cards                 |
| L 1 ? d D-Work with machinery             | L 1 ? d D-Charades                        |
| L ① ? d D-Drive an auto <sup>N</sup>      | L 1 ? d D-Anagrams                        |
| L ① ? d D-Play tag <sup>N</sup>           | L ① ? d D-Anty over <sup>N</sup>          |
| L 1 ? ② D-Ring around a rosy              | L 1 ? d D-Prisoner's base                 |
| L 1 ? ② D-London Bridge                   | L ① ? d D-Snap the whip <sup>N</sup>      |
| L 1 ? ② D-Farmer in the dell              | L ① ? d D-Tug of war <sup>N</sup>         |
| L ① ? d D-Hide and seek                   | L ① ? d D-Jump the rope <sup>N</sup>      |
| L ① ? d D-Hopscotch <sup>gs</sup>         | L ① ? d D-Fox and geese <sup>gs</sup>     |
| L 1 ? ② D-Drop the H'dkf.                 | L ① ? d D-Shinny <sup>N</sup>             |
| L 1 ? ② D-Puss in corner                  | L ① ? d D-Dance <sup>N</sup>              |
| L ① ? d D-Marbles <sup>N</sup>            | L ① ? d D-Take care of child <sup>N</sup> |
| L ① ? d D-Croquet <sup>N</sup>            | L 1 ? d D-Checkers                        |
| L ① ? d D-Baseball <sup>N</sup>           | L 1 ? d D-Chess                           |
| L ① ? d D-Racing and jumping <sup>N</sup> | L ① ? d D-Organize games <sup>N</sup>     |
| L ① ? d D-Handball <sup>N</sup>           | L ① ? d D-Organize a club <sup>N</sup>    |
| L ① ? d D-Tennis <sup>N</sup>             | L ① ? d D-Girl scout work <sup>N</sup>    |
| L ① ? d D-Volleyball <sup>N</sup>         | L 1 ? ② D-Make speeches                   |
| L ① ? d D-Basketball <sup>N</sup>         | L ① ? d D-Go to parties <sup>N</sup>      |
| L 1 ? ② D-Do plain sewing                 | L 1 ? d D-Make booklets                   |
| L 1 ? ② D-Knit, do fancy work             | L ① ? d D-Publish Papers <sup>N</sup>     |

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends or family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_\_)

- |   |   |
|---|---|
| L 1 ? <input checked="" type="radio"/> D-Reading <i>ss</i>    | L 1 ? d D-Spanish   |
| L 1 ? <input checked="" type="radio"/> D-Arithmetic <i>ss</i> | L 1 ? d D-General Science   |
| L <input checked="" type="radio"/> ? d D-Spelling <i>ss</i>   | L <input checked="" type="radio"/> ? d D-Biology                    |
| L <input checked="" type="radio"/> ? d D-Writing              | L 1 ? d D-Physics   |
| L <input checked="" type="radio"/> ? d D-Language             | L 1 ? d D-Chemistry   |
| L <input checked="" type="radio"/> ? d D-Grammar              | L 1 ? d D-Zoology   |
| L 1 ? d D-U. S. History                                       | L 1 ? d D-Botany  |
| L <input checked="" type="radio"/> ? d D-Geography            | L 1 ? d D-Bookkeeping   |
| L <input checked="" type="radio"/> ? d D-Hygiene              | L 1 ? d D-Shorthand   |
| L 1 <input checked="" type="radio"/> d D-Civics <i>ss</i>     | L <input checked="" type="radio"/> ? d D-Typing                     |
| L <input checked="" type="radio"/> ? d D-Vocal Music          | L 1 ? d D-Mechanical Drawing  |
| L 1 ? d D-Inst. Music   | L 1 ? d D-Free. Drawing   |
| L <input checked="" type="radio"/> ? d D-Algebra              | L 1 ? d D-Woodworking   |
| L 1 ? d D-Geometry  | L <input checked="" type="radio"/> ? d D-Sewing <i>N</i>            |
| L <input checked="" type="radio"/> ? d D-Composition          | L <input checked="" type="radio"/> ? d D-Cooking <i>N</i>           |
| L 1 ? d D-Literature  | L <input checked="" type="radio"/> ? d D-Physical Training <i>N</i> |
| L 1 ? d D-Journalism  | L <input checked="" type="radio"/> ? d D-Folk Dancing               |
| L 1 ? d <input checked="" type="radio"/> Latin <i>N</i>       | L <input checked="" type="radio"/> ? d D-Nature Study               |
| L 1 ? d D-German  | L 1 ? d D-Modeling  |
| L 1 ? d D-French  | L <input checked="" type="radio"/> ? d D-Painting                   |
|   | L 1 ? d D-_____   |

Hours spent daily in home study: (encircle)

in upper elementary grades  $\frac{1}{2}$  1  $1\frac{1}{2}$  ☒  $2\frac{1}{2}$  3

in high school  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3 ☒  $3\frac{1}{2}$  4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study.  
Dancing about 5 years. Piano year.

List kind and number of each kind of musical instrument in your home. Radio, Piano, Guitar, Banjo, Violin.



SCHOOL INTERESTSAt what age did you begin to read? 5½Begin to work with numbers? 5 ½Before entering school, could you read? Yes Work  
with numbers? Yes Write name and a few short words? YesAt what age did you enter public or private school? 5½In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>500</u>	7th	<u>X</u>	:	<u>600</u>
2nd	<u>X</u>	:	<u>500</u>	8th	<u>X</u>	:	<u>600</u>
3rd	<u>X</u>	:	<u>500</u>	9th	<u>X</u>	:	<u>2500</u>
4th	<u>X</u>	:	<u>500</u>	10th	<u>X</u>	:	<u>2500</u>
5th	<u>X</u>	:	<u>600</u>	11th	:	:	
6th	<u>X</u>	:	<u>600</u>	12th	:	:	

How many years did you attend a one-room rural school? NeverAre you regular in attendance at school? Yes if not,  
to what extent irregular and why?Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferentAre you tardy in getting to school?  
(underline) regularly  
occasionally  
not at allHave you disliked to go to school at any time? Not much If so,  
when and to what extent?Have you disliked your teachers at any time? No If so,  
at what age or grade and to what extent?Were you ever punished severely in school? No If so,  
describe briefly the punishments and frequencies.What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
From 10 to 25 \_\_\_\_\_  
From 25 to 50 \_\_\_\_\_  
From 50 to 100 \_\_\_\_\_  
From 100 to 500 \_\_\_\_\_  
Above 500 ✓

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L ① ? d D-Fairy tales, folk tales, Classic Myths 85
- L ① ? d D-Nature and animal stories 85
- L 1 ? ① D-History, biography, and travel
- L ① ? d D-Science ✓
- L ① ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine) ✓
- L ① ? d D-Stories of home and school life 85
- L ① ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine) ✓
- L 1 ? d D-Poetry and drama
- L ① ? d D-Children Encyclopedias ✓
- L 1 ? d D-Informational fiction, including the classics  
(Such as Shakespeare) ✓
- L ① ? d D-Emotional fiction (popular novel and love story) ✓
- L 1 ? ① D-Current magazine articles (listing in margin,  
magazines you read) Ladies Home Journal, Popular  
Science, Cosmopolitan, Popular Mechanics.
- L ① ? d D-Youth's Companion and similar papers ✓
- L ① ? d D-Sunday school papers /
- L ① ? d D-Daily newspapers

List your five favorite books in order of preference:

1. Dracula
2. Girl of the Limberlost
3. Mrs. Wiggs of the Cabbage Patch
4. High School Left End
5. Series Books(Athletics)

Reading Interests

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
 From 10 to 25 \_\_\_\_\_  
 From 25 to 50 \_\_\_\_\_  
 From 50 to 100 \_\_\_\_\_  
 From 100 to 500 \_\_\_\_\_  
 Above 500 ✓

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L ① ? d D-Fairy tales, folk tales, Classic Myths **gs**  
 L ① ? d D-Nature and animal stories **gs**  
 L 1 ? ① D-History, biography, and travel  
 L ① ? d D-Science **N**  
 L ① ? d D-Stories of adventure and mystery (Underscore **N**  
                   whether book or magazine)  
 L ① ? d D-Stories of home and school life **gs**  
 L ① ? d D-Sensational fiction, wildwest, and detective **N**  
                   stories (book or magazine)  
 L ① ? d D-Poetry and drama **N**  
 L ① ? d D-Children Encyclopedias **N**  
 L ① ? d D-Informational fiction, including the classics **N**  
                   (Such as Shakespeare)  
 L 1 ? ① D-Emotional fiction (popular novel and love story)  
 L ① ? d D-Current magazine articles (listing in margin,  
                   magazines you read)  
 L ① ? d D-Youth's Companion and similar papers **N**  
 L 1 ② d D-Sunday school papers  
 L 1 ? d D-Daily newspapers

List your five favorite books in order of preference:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L (1) ? d D-Save large part of money earned
- L (1) ? d D-Be popular
- L 1 ? (d) D-Be criticized
- L (1) ? d D-Take physical exercise
- L (1) ? d D-Make use of prayer
- L (1) ? d D-Take part in community work and activities
- L (1) ? d D-Rely upon memory
- L (1) ? d D-Do mental work (study)
- L 1 ? (d) D-Be a success in society
- L 1 ? (d) D- Be supervised
- L (1) ? d D-Keep appointments to the minute
- L 1 (?) d D-Be among upper 10% of classmates
- L 1 ? (d) D-Play with small children
- L (1) ? d D-Play with others about your own age
- L 1 (?) d D-Plan daily work
- L 1 (?) d D-Strictly carry out daily plan
- L 1 (?) d D-Do religious work
- L (1) ? d D-Purposely make many friends
- L (1) ? d D-Do physical work
- L (1) ? d D-Conform to style in personal dress
- L 1 ? (d) D-Work under strict requirements
- L (1) ? d D-Be imaginative
- L 1 ? d D-Feel your own importance
- L (1) ? d D-Be loyal to school program
- L 1 ? (d) D-Rely upon being directed
- L 1 ? (d) D-Be restricted in recreations and amusements

RELIGIOUS INTERESTS

Where possible, underline suitable answer.

Does father attend religious services? regularly  
occasionally  
not at all

Does mother attend religious services? regularly  
occasionally  
not at all

Is family worship in any form observed in your home?  
 daily  
 weekly  
 occasionally  
 not at all

Which religious faith does your father profess?

Which religious faith does your mother profess?

Did you attend Sunday school, church, or equivalent services?

While in grade school	regularly
	occasionally
	not at all

While in high school do you attend regularly  
occasionally  
not at all

To what extent have you committed to memory, hymns, verses, and Bible passages?

Have you taught Sunday school classes, or similar classes? If so, to what extent?

Have any of your family, or ancestors, been engaged  
regularly in religious work?  
If so, what relatives, and work?

Additional information regarding religious interests, attitudes and activities.

What vocations have you seriously contemplated entering?

At what age?

1. **Aviation 12**
2. **Aviation 13**
3. **Physical Education and Science teacher 14**
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision?

Whow the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school? **Clean one room. Take care of my clothes.**  
(This doesn't include mending or washing)

While attending high school? **Same as in grades.**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations.

Do you belong to a fraternity or similar social organization? **No**

#### JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
---------------	-----	------	----------

1. **Never worked outside the Home.**

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress

Secretarial work

Saleslady in a store

Nursing

Stenographic work

Welfare or social work

Clerical work

Librarian

Teaching

Insurance

Banker

Fireman

Doctor

Broker

Dentist

Minister

Engineer

Aviator

**1 Aviation**

**2 Scientist**

**3 Physical Education director.**

# HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject II as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

## 1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

## 2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

## 3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)



To be used by parents **Subject II (Florence Dodge)**  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....✓3.....4.....5.....?  
Overweight for age AV. Underweight for age
2. Health  
.....✓1.....2.....3.....4.....5.....?  
Very healthy AV. Sickly
3. Physical Activity  
.....✓1.....2.....3.....4.....5.....?  
Very athletic AV. Non-athletic
4. Posture  
.....1.....2.....✓3.....5.....5.....?  
Erect, very straight AV. Stooped
5. Hearing  
.....✓1.....2.....3.....4.....5.....?  
Very acute in hearing AV. Hard of hearing
6. Eyesight  
.....✓1.....2.....3.....4.....5.....?  
Very keen vision AV. Indistinct vision
7. Regularity of eating  
.....1.....2.....✓3.....4.....5.....?  
Eats much between meals AV. Never eats between meals
8. Rate of eating  
.....1.....2.....✓3.....4.....5.....?  
Eats very rapidly AV. Eats very slowly
9. Use of milk  
.....✓1.....2.....3.....4.....5.....?  
Strong Liking AV. Dislikes
10. Use of tea and coffee  
.....1.....2.....3.....4.....✓5.....?  
Uses one or both to AV. Uses neither  
excess
11. Use of meats  
.....1.....2.....✓3.....4.....5.....?  
Strong Liking AV. Dislikes

12. Use of fresh vegetables  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....✓3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....✓3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....✓1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....✓1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....✓3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....✓2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....✓5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....✓2.....3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Shrinks
57. Desire for stylish clothes  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....✓2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....2.....✓3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....✓3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....✓1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....1.....2.....3.....✓4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....1.....✓2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....☒1.....2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially subject: Brief comments would be welcomed.)

Fear..... Anger.☒.....

Joy, Laughter.☒..... Love, Affection.☒.....

Hate, Aversion..... Disgust, Scorn, Contempt.....

Worry, Moodiness.☒..... Envy, Jealousy.....

84. What conditions, or factors, in his home may have influenced him to choose..... as a profession?

85. What traits, or qualities, does he manifest as a pupil that indicates he might succeed in a chosen vocation. (Include qualities in dramatics, music, art, use of imagination, self-control, honesty, moral courage, sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can that will throw light upon his general condition as a stammerer. What suggestions can you make to help him overcome his hesitations in speech?

## Appendix III

## INDIVIDUAL REPORT

Name in full Subject III (Harriet Branch)Height 5 ft., 4 in. Weight 127 Place of birth Blaine,  
Canada

Home locations, listed successively from time of birth.

	: State	: No. of:	: Rural:	: Village or town pop.				
		: years		: Under: 500	: to: Above	: 2500 to		
				: 500	: 2500	: 5000	: 5000	
1.	: Alberta,							
	: Canada	: 2	: X			: X		
2.	: Alberta,							
	: Canada	: 12	: X		: X			
3.	: Alberta,							
	: Canada	: 1						: X
4.	: Calif.	: 1						
5.	: Calif.	: 9 mo.						

Number of children in family 6 Brothers \_\_\_\_\_ Sisters 5Which one of the children were you, i.e., 1st, 2nd? 1st

Birth conditions

Age of father at time of your birth 19 Age of mother 20Did any children die of natural causes after 1 yr. of age? \_\_\_\_\_  
If so, give case, age, and cause.

What prolonged illnesses occurred in family? \_\_\_\_\_

Is father living? Yes If not, give cause of his death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.Is mother living? Yes If not, give cause of her death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.If parents are divorced, or separated, what was your age at  
the time of their separation? \_\_\_\_\_.In case of separation of parents, with whom have you  
lived? \_\_\_\_\_.



PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_

Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_

Wear Glasses? \_\_\_\_\_ Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_

Toothache? Yes How frequently? Often At what ages? \_\_\_\_\_Rate of eating: (Underline) rapidly, moderately, slowly.Hours of sleeping: Number in upper grades? 10 In high school? 9Are hours of sleeping regular as to going to bed and in number? YesSubject to colds? No How frequently? \_\_\_\_\_Athletically inclined? YesAge in year and month of inception of menstruation? 10 yrs., 9 mos.

(Developmental data)

## Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	: <u>X</u> :	: <u>9</u> :	:	: <u>No</u> :
Mumps	:	:	:	:
Whooping Cough	: <u>X</u> :	: <u>9</u> :	:	: <u>No</u> :
Chickenpox	: <u>X</u> :	: <u>15</u> :	:	: <u>No</u> :
Scarlet Fever	: <u>X</u> :	: <u>7</u> :	:	: <u>No</u> :
Tonsilitis	:	:	:	:
Diphtheria	:	:	:	:
Surgical Operations	:	:	:	:

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it. Right handed

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L 1(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |   |   |
|---|---|
| L 1 ? d D-Roll hoops                            | (L) 1 ? d D-Cook a meal <sup>N</sup>        |
| L (1) ? d D-Spin tops <sup>gs</sup>             | L 1 ? (d) D-Play with dolls <sup>gs</sup>   |
| L 1 ? d D-Fly kites                             | L 1 ? d D-Play house                        |
| L 1 ? d D-Walk on stilts                        | L 1 ? d D-Play Sunday school                |
| L 1 ? d D-Ride bicycle                          | L (1) ? d D-Play school <sup>gs</sup>       |
| (L) 1 ? d D-Skate <sup>N</sup>                  | L (1) ? d D-Play store <sup>gs</sup>        |
| (L) 1 ? d D-Hike <sup>N</sup>                   | L 1 ? d D-Put on a show                     |
| (L) 1 ? d D-Do garden work <sup>N</sup>         | L (1) ? d D-Dominoes <sup>N</sup>           |
| L 1 ? d D-Shoot                                 | L 1 ? d D-Crokinole                         |
| (L) 1 ? d D-Fish <sup>N</sup>                   | L 1 ? (d) D-Tiddlewinks <sup>gs</sup>       |
| (L) 1 ? d D-Swim <sup>N</sup>                   | L (1) ? d D-Guessing games <sup>N</sup>     |
| (L) 1 ? d D-Ride horseback <sup>N</sup>         | (L) 1 ? d D-Cards (Playing) <sup>N</sup>    |
| L (1) ? d D-Row a boat <sup>N</sup>             | L 1 ? d D-History cards                     |
| L 1 ? d D-Use tools                             | L 1 ? d D-Geography cards                   |
| L 1 ? d D-Work with machinery                   | L 1 ? d D-Charades                          |
| L 1 ? d D-Drive an auto                         | L 1 ? d D-Anagrams                          |
| (L) 1 ? d D-Play tag <sup>gs</sup>              | L 1 ? d D-Anty over                         |
| L 1 ? d (D) Ring around a rosy <sup>gs</sup>    | (L) 1 ? d D-Prisoner's base <sup>gs</sup>   |
| L (1) ? d D-London Bridge <sup>gs</sup>         | (L) 1 ? d D-Snap the whip <sup>gs</sup>     |
| (L) 1 ? d D-Farmer in the dell <sup>gs</sup>    | L (1) ? d D-Tug of war <sup>gs</sup>        |
| (L) 1 ? d D-Hide and seek <sup>gs</sup>         | L (1) ? d D-Jump the rope <sup>gs</sup>     |
| L (1) ? d D-Hopscotch <sup>gs</sup>             | L 1 ? d D-Fox and geese                     |
| L 1 ? (d) D-Drop the H'dkf. <sup>gs</sup>       | L 1 ? d D-Shinny                            |
| L 1 ? d D-Puss in corner                        | (L) 1 ? d D-Dance <sup>N</sup>              |
| L 1 ? d D-Marbles                               | (L) 1 ? d D-Take care of child <sup>N</sup> |
| (L) 1 ? d D-Croquet <sup>gs</sup>               | L 1 ? (d) D-Checkers <sup>N</sup>           |
| (L) 1 ? d D-Baseball <sup>N</sup>               | L 1 ? d D-Chess                             |
| (L) 1 ? d D-Racing and jumping <sup>gs</sup>    | L 1 ? (d) D-Organize games <sup>N</sup>     |
| (L) 1 ? d D-Handball <sup>N</sup>               | L 1 ? d D-Organize a club                   |
| (L) 1 ? d D-Tennis <sup>N</sup>                 | (L) 1 ? d D-Girl scout work <sup>gs</sup>   |
| L (1) ? d D-Volleyball <sup>N</sup>             | L 1 ? d (D) Make speeches <sup>N</sup>      |
| (L) 1 ? d D-Basketball <sup>N</sup>             | L (1) ? d D-Go to parties <sup>N</sup>      |
| L 1 ? d (D) Do plain sewing <sup>N</sup>        | L (1) ? d D-Make booklets <sup>N</sup>      |
| L (1) ? d D-Knit, do fancy <sup>N</sup><br>work | L 1 ? (d) D-Publish Papers <sup>N</sup>     |

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends or family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_)

- |  |  |
|--|--|
| <input checked="" type="radio"/> L 1 ? d D-Reading       | L 1 ? d D-Spanish  |
| L <input checked="" type="radio"/> 1 ? d D-Arithmetic    | L 1 ? d D-General Science                                |
| <input checked="" type="radio"/> L 1 ? d D-Spelling      | <input checked="" type="radio"/> L 1 ? d D-Biology       |
| <input checked="" type="radio"/> L 1 ? d D-Writing       | L 1 ? d D-Physics  |
| L <input checked="" type="radio"/> 1 ? d D-Language      | L 1 ? d D-Chemistry                                      |
| <input checked="" type="radio"/> L 1 ? d D-Grammar       | L 1 ? d D-Zoology  |
| <input checked="" type="radio"/> L 1 ? d D-U. S. History | L 1 ? d D-Botany   |
| L <input checked="" type="radio"/> 1 ? d D-Geography     | L <input checked="" type="radio"/> 1 ? d D-Bookkeeping   |
| <input checked="" type="radio"/> L 1 ? d D-Hygiene       | L 1 ? d D-Shorthand                                      |
| <input checked="" type="radio"/> L 1 ? d D-Civics        | L 1 ? <input checked="" type="radio"/> D-Typing          |
| L 1 ? d <input checked="" type="radio"/> D-Vocal Music   | L 1 ? d D-Mechanical Drawing                             |
| L <input checked="" type="radio"/> 1 ? d D-Inst. Music   | L 1 ? d <input checked="" type="radio"/> D-Free. Drawing |
| L <input checked="" type="radio"/> 1 ? d D-Algebra       | L 1 ? d D-Woodworking                                    |
| L 1 ? d D-Geometry                                       | L 1 ? <input checked="" type="radio"/> D-Sewing          |
| L 1 ? <input checked="" type="radio"/> D-Composition     | <input checked="" type="radio"/> L 1 ? d D-Cooking       |
| L 1 ? <input checked="" type="radio"/> D-Literature      | L 1 ? d D-Physical Training                              |
| L 1 ? d D-Journalism                                     | L 1 ? d D-Folk Dancing                                   |
| L 1 ? <input checked="" type="radio"/> D-Latin           | <input checked="" type="radio"/> L 1 ? d D-Nature Study  |
| L 1 ? d D-German   | L 1 ? d D-Modeling                                       |
| L 1 ? d D-French   | L 1 ? d D-Painting                                       |
|  | L 1 ? d D-_____  |

Hours spent daily in home study: (encircle)

in upper elementary grades  $\frac{1}{2}$  1 ☒  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3

in high school  $\frac{1}{2}$  1  $1\frac{1}{2}$  ☒ 2  $2\frac{1}{2}$  3  $3\frac{1}{2}$  4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study.

List kind and number of each kind of musical instrument in your home. **Piano**

SCHOOL INTERESTSAt what age did you begin to read? 7Begin to work with numbers? 6Before entering school, could you read? Yes Workwith numbers? Yes Write name and a few short words? YesAt what age did you enter public or private school? 9In what grade did you enter public or private school? 2nd

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>13</u>	7th	<u>X</u>	:	<u>14</u>
2nd	<u>X</u>	:	<u>13</u>	8th	<u>X</u>	:	<u>250</u>
3rd	<u>X</u>	:	<u>13</u>	9th	<u>X</u>	:	<u>1425</u>
4th	<u>X</u>	:	<u>13</u>	10th	:	:	<u>3000</u>
5th	<u>X</u>	:	<u>13</u>	11th	:	:	<u>2400</u>
6th	<u>X</u>	:	<u>14</u>	12th	:	:	

How many years did you attend a one-room rural school? 6Are you regular in attendance at school? Yes if not, to what extent irregular and why?Interest of parents, or guardian, in school attendance and good work. (underline) very much interested  
fairly interested  
indifferentAre you tardy in getting to school?  
(underline) regularly  
occasionally  
not at allHave you disliked to go to school at any time? No If so, when and to what extent?Have you disliked your teachers at any time? Yes If so, at what age or grade and to what extent?Were you ever punished severely in school? Yes If so, describe briefly the punishments and frequencies. Once.What kind of grade-marks (superior, good, fair, poor) did you receive in elementary school? If necessary segregate as to subjects.

Size of Home Library,  
(Check size)

Below 10 books ✓  
 From 10 to 25 \_\_\_\_\_  
 From 25 to 50 \_\_\_\_\_  
 From 50 to 100 \_\_\_\_\_  
 From 100 to 500 \_\_\_\_\_  
 Above 500 \_\_\_\_\_

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L 1 ? ① D-Fairy tales, folk tales, Classic Myths SS
- ① 1 ? d D-Nature and animal stories N
- L ① ? d D-History, biography, and travel N
- L ① ? d D-Science N
- L ① ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine) N
- L 1 ? ① D-Stories of home and school life N
- ① 1 ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine) N
- L ① ? d D-Poetry and drama N
- L ① ? d D-Children Encyclopedias SS
- L 1 ? ① D-Informational fiction, including the classics  
(Such as Shakespeare) N
- L 1 ? ① D-Emotional fiction (popular novel and love story) N
- L 1 ? d D-Current magazine articles (listing in margin,  
magazines you read)
- L ① ? d D-Youth's Companion and similar papers N
- L ① ? d D-Sunday school papers N
- ① 1 ? d D-Daily newspapers N

List your five favorite books in order of preference:

1. A Girl of the Limberlost
2. Beau Geste
3. \*Beautiful\*
4. St. Elmo
5. The Mysterious Rider



# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- (L) 1 ? d D-Save large part of money earned <sup>N</sup>
- L (1) ? d D-Be popular <sup>N</sup>
- L 1 ? d (D) Be criticized <sup>N</sup> <sub>gs</sub>
- (L) 1 ? d D-Take physical exercise <sup>N</sup>
- (L) 1 ? d D-Make use of prayer <sup>N</sup>
- L (1) ? d D-Take part in community work and activities <sup>N</sup>
- L (1) ? d D-Rely upon memory <sup>N</sup>
- L (1) ? d D-Do mental work (study) <sup>N</sup>
- L 1 ? (d) D-Be a success in society <sup>N</sup>
- L 1 ? (d) D- Be supervised <sup>N</sup>
- (L) 1 ? d D-Keep appointments to the minute <sup>N</sup>
- (L) 1 ? d D-Be among upper 10% of classmates <sup>N</sup>
- (L) 1 ? d D-Play with small children <sup>N</sup>
- L 1 ? (d) D-Play with others about your own age <sup>N</sup>
- L 1 ? (d) D-Plan daily work <sup>N</sup>
- L (1) ? d D-Strictly carry out daily plan <sup>N</sup>
- L (1) ? d D-Do religious work <sup>N</sup>
- L 1 ? (d) D-Purposely make many friends <sup>N</sup>
- L (1) ? d D-Do physical work <sup>N</sup>
- L (1) ? d D-Conform to style in personal dress <sup>N</sup>
- L (1) ? d D-Work under strict requirements <sup>N</sup>
- L (1) ? d D-Be imaginative
- L 1 ? (d) D-Feel your own importance
- L (1) ? d D-Be loyal to school program
- L 1 ? d (D) Rely upon being directed
- L 1 ? d (D) Be restricted in recreations and amusements

CHOICE OF VOCATION

What vocations have you seriously contemplated entering?

At what age?

1. **Teacher 7**
2. **Nursing 9**
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision? **10**

Whow the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	1	②	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	①	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school? **Helping with house work. Looking  
after my smaller sisters.**

While attending high school? **Preparing breakfast, making  
beds, preparing the evening meal. House work of all  
kinds.**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations.

Do you belong to a fraternity or similar social organization?

JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
1. <b>Worked in Hale Bros.</b>	<b>15</b>		
<b>for a lady</b>			
2. <b>Worked, after school</b>	<b>16-17</b>		
3.			
4.			

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
<b>4</b> Saleslady in a store	<b>1</b> Nursing
Stenographic work	<b>2</b> Welfare or social work
Clerical work	Librarian
<b>3</b> Teaching	Insurance
Banker	Fireman
Doctor	Broker
Dentist	Minister
Engineer	Aviator

# HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject III (Harriet Branch) as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

## 1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

## 2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

## 3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents Subject III (Harriet Branch)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....☒1.....2.....3.....4.....5.....?  
Overweight for age      AV.      Underweight for age
2. Health  
.....☒1.....2.....3.....4.....5.....?  
Very healthy      AV.      Sickly
3. Physical Activity  
.....1.....☒2.....3.....4.....5.....?  
Very athletic      AV.      Non-athletic
4. Posture  
.....1.....2.....☒3.....5.....5.....?  
Erect, very straight      AV.      Stooped
5. Hearing  
.....☒1.....2.....3.....4.....5.....?  
Very acute in hearing      AV.      Hard of hearing
6. Eyesight  
.....☒1.....2.....3.....4.....5.....?  
Very keen vision      AV.      Indistinct vision
7. Regularity of eating  
.....1.....2.....☒3.....4.....5.....?  
Eats much between meals      AV.      Never eats between meals
8. Rate of eating  
.....1.....2.....☒3.....4.....5.....?  
Eats very rapidly      AV.      Eats very slowly
9. Use of milk  
.....☒1.....2.....3.....4.....5.....?  
Strong Liking      AV.      Dislikes
10. Use of tea and coffee  
.....1.....2.....☒3.....4.....5.....?  
Uses one or both to      AV.      Uses neither  
                                 excess
11. Use of meats  
.....1.....2.....☒3.....4.....5.....?  
Strong Liking      AV.      Dislikes

12. Use of fresh vegetables  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....3.....☒4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....✓3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....✓5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....✓3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....✓3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....✓5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....✓5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....✓5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....✓3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None



53. Religious feeling  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Shrinks
57. Desire for stylish clothes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....☒2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....☒1.....2.....3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....☒3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....1.....2.....☒3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....1.....2.....☒3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....☒1.....2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....☒1.....2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially subject: Brief comments would be welcomed.)

Fear..... Anger.☒

Joy, Laughter.☒..... Love, Affection.☒

Hate, Aversion..... Disgust, Scorn, Contempt.....

Worry, Moodiness☒... Envy, Jealousy.....

84. What conditions, or factors, in his home may have influenced him to choose..... as a profession?

85. What traits, or qualities, does he manifest as a pupil that indicates he might succeed in a chosen vocation. (Include qualities in dramatics, music, art, use of imagination, self-control, honesty, moral courage, sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can that will throw light upon his general condition as a stammerer. What suggestions can you make to help him overcome his hesitations in speech?

## Appendix IV

INDIVIDUAL REPORTName in full Subject IV (Bert Hewlitt)Height 5 ft., 9 in. Weight 12? Place of birth Lodi

Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town pop.	Under 500	500 to 2500	Above 2500	2500 to 5000
1.	Calif.	5						X
2.	Nevada	5						X
3.	Calif.						X	
4.								
5.								

Number of children in family 2 Brothers 1 Sisters     Which one of the children were you, i.e., 1st, 2nd? 2nd

Birth conditions

Age of father at time of your birth 35 Age of mother 35Did any children die of natural causes after 1 yr. of age?  
If so, give case, age, and cause.What prolonged illnesses occurred in family? Typhoid fever,  
infantile paralysisIs father living? Yes If not, give cause of his death       
Your age at that time     .Is mother living? Yes If not, give cause of her death       
Your age at that time     .If parents are divorced, or separated, what was your age at  
the time of their separation?     .In case of separation of parents, with whom have you  
lived?     .

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_  
 Astigmatism? X ? How serious? \_\_\_\_\_  
 Wear Glasses? Yes Regularly? Yes Began at what age? 15  
 Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_  
 Rate of eating: (Underline) rapidly, moderately, slowly.  
 Hours of sleeping: Number in upper grades? 9-10 In high school? 8-9  
 Are hours of sleeping regular as to going to bed and in  
 number? Yes  
 Subject to colds? Yes How frequently? Not often  
 Athletically inclined? No  
 Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

## Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	<u>X</u>	<u>5</u>		
Mumps				
Whooping Cough	<u>X</u>	<u>7</u>		
Chickenpox				
Scarlet Fever				
Tonsilitis	<u>X</u>	<u>9</u>		
Diphtheria				
Surgical Operations				

Accidents:--especially to hands, arms, collar bone, shoulders  
 or head.

Other illness \_\_\_\_\_

Handedness--history of it. **Right-handed**

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

L 1 ? d D-Roll hoops	L 1 ? d D-Cook a meal
L 1 ? d D-Spin tops	L 1 ? d D-Play with dolls
(L) 1 ? d D-Fly kites <sup>N</sup>	L 1 ? d D-Play house
L 1 ? d D-Walk on stilts	L 1 ? d D-Play Sunday school
(L) 1 ? d D-Ride bicycle <sup>N</sup>	L 1 ? d D-Play school
(L) 1 ? d D-Skate	L 1 ? d D-Play store
L 1 ? d D-Hike	L 1 ? d D-Put on a show
L 1 (L) ? d D-Do garden work <sup>N</sup>	L (L) ? d D-Dominoes <sup>N</sup>
L 1 ? d D-Shoot	L 1 ? d D-Crokinole
L 1 ? d D-Fish	L 1 ? d D-Tiddlewinks
L 1 ? d D-Swim	L 1 ? d D-Guessing games
L 1 ? d D-Ride horseback <sup>N</sup>	(L) 1 ? d D-Cards (Playing) <sup>N</sup>
L (L) ? d D-Row a boat	L 1 ? d D-History cards
L 1 ? d D-Use tools	L 1 ? d D-Geography cards
L 1 ? d D-Work with machinery	L 1 ? d D-Charades
(L) 1 ? d D-Drive an auto	L 1 ? d D-Anagrams
L 1 ? d D-Play tag	(L) 1 ? d D-Anty over <sup>gs</sup>
L 1 ? d D-Ring around a rosy	L 1 ? d D-Prisoner's base
L 1 ? d D-London Bridge	(L) 1 ? d D-Snap the whips <sup>gs</sup>
L 1 ? d D-Farmer in the dell	L 1 ? d D-Tug of war
L 1 ? d D-Hide and seek	L 1 ? d D-Jump the rope
L 1 ? d D-Hopscotch	L 1 ? d D-Fox and geese
L 1 ? d D-Drop the H'dkf.	L 1 ? d D-Shinny
L 1 ? d D-Puss in corner	L 1 ? d D-Dance
L 1 ? d D-Marbles	L 1 ? d D-Take care of child
L 1 ? d D-Croquet	(L) 1 ? d D-Checkers <sup>N</sup>
L 1 (L) ? d D-Baseball <sup>N</sup>	(L) 1 ? d D-Chess <sup>N</sup>
L (L) ? d D-Racing and jumping <sup>N</sup>	L 1 ? d D-Organize games
L 1 (L) ? d D-Handball <sup>N</sup>	L 1 ? d D-Organize a club
(L) 1 ? d D-Tennis <sup>N</sup>	L 1 ? d D-Girl scout work
L 1 ? d D-Volleyball	L 1 ? d D-Make speeches
L 1 ? d D-Basketball	L 1 (L) ? d D-Go to parties
L 1 ? d D-Do plain sewing	L 1 ? d D-Make booklets
L 1 ? d D-Knit, do fancy work	(L) 1 ? d D-Publish Papers <sup>N</sup>

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends or family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.



# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_)

- |  |   |
|--|---|
| <input checked="" type="radio"/> L 1 ? d D-Reading <sup>gs</sup>       | L 1 ? d D-Spanish   |
| <input checked="" type="radio"/> L 1 ? d D-Arithmetic <sup>gs</sup>    | L 1 ? d D-General Science   |
| L <input checked="" type="radio"/> 1 ? d D-Spelling <sup>gs</sup>      | <input checked="" type="radio"/> L 1 ? d D-Biology <sup>N</sup>           |
| L 1 <input checked="" type="radio"/> ? d D-Writing <sup>gs</sup>       | L 1 ? d D-Physics   |
| L <input checked="" type="radio"/> 1 ? d D-Language <sup>gs</sup>      | L 1 ? d D-Chemistry   |
| L 1 <input checked="" type="radio"/> ? d D-Grammar                     | L 1 ? d D-Zoology   |
| L <input checked="" type="radio"/> 1 ? d D-U. S. History <sup>gs</sup> | L 1 ? d D-Botany  |
| <input checked="" type="radio"/> L 1 ? d D-Geography <sup>gs</sup>     | L 1 ? d D-Bookkeeping   |
| <input checked="" type="radio"/> L 1 ? d D-Hygiene <sup>gs</sup>       | L 1 ? d D-Shorthand   |
| L <input checked="" type="radio"/> 1 ? d D-Civics <sup>gs</sup>        | L 1 ? d D-Typing  |
| L 1 ? <input checked="" type="radio"/> d D-Vocal Music <sup>gs</sup>   | L 1 ? d D-Mechanical Drawing  |
| L 1 <input checked="" type="radio"/> ? d D-Inst. Music <sup>gs</sup>   | L 1 ? d D-Free. Drawing   |
| <input checked="" type="radio"/> L 1 ? d D-Algebra <sup>N</sup>        | L 1 ? d D-Woodworking   |
| <input checked="" type="radio"/> L 1 ? d D-Geometry <sup>N</sup>       | L 1 ? d D-Sewing  |
| <input checked="" type="radio"/> L 1 ? d D-Composition <sup>N</sup>    | L 1 ? d D-Cooking   |
| <input checked="" type="radio"/> L 1 ? d D-Literature <sup>N</sup>     | L <input checked="" type="radio"/> 1 ? d D-Physical Training <sup>N</sup> |
| L 1 ? d D-Journalism <sup>N</sup>                                      | L 1 ? d D-Folk Dancing  |
| L <input checked="" type="radio"/> 1 ? d D-Latin                       | L 1 ? d D-Nature Study  |
| L 1 ? d D-German   | L 1 ? d D-Modeling  |
| L 1 ? d D-French   | L 1 ? d D-Painting  |
|  | L 1 ? d D-_____   |

Hours spent daily in home study: (encircle)

in upper elementary grades     $\frac{1}{2}$    1    $1\frac{1}{2}$    2    $2\frac{1}{2}$    3

in high school                      ☒  $\frac{1}{2}$    1    $1\frac{1}{2}$    2    $2\frac{1}{2}$    3    $3\frac{1}{2}$    4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study. **None**

List kind and number of each kind of musical instrument in your home. **Radio**

# SCHOOL INTERESTS

At what age did you begin to read? \_\_\_\_\_

Begin to work with numbers? \_\_\_\_\_

Before entering school, could you read? No Work  
with numbers? \_\_\_\_\_ Write name and a few short words? \_\_\_\_\_

At what age did you enter public or private school? 6

In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>75</u>	7th	:	<u>X</u>	<u>40</u>
2nd	<u>X</u>	:	<u>75</u>	8th	:	<u>X</u>	<u>40</u>
3rd	<u>X</u>	:	<u>75</u>	9th	<u>X</u>	:	<u>2400</u>
4th	<u>X</u>	:	<u>75</u>	10th	<u>X</u>	:	<u>2500</u>
5th	<u>X</u>	:	<u>100</u>	11th	:	:	
6th	:	<u>X</u>	<u>100</u>	12th	:	:	

How many years did you attend a one-room rural school? \_\_\_\_\_

Are you regular in attendance at school? Yes if not,  
to what extent irregular and why?

Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferent

Are you tardy in getting to school?  
(underline) regularly  
occasionally  
not at all

Have you disliked to go to school at any time? No If so,  
when and to what extent?

Have you disliked your teachers at any time? Yes, 4th If so,  
at what age or grade and to what extent? Slightly

Were you ever punished severely in school? No If so,  
describe briefly the punishments and frequencies.

What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.

## Reading Interests

274

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
From 10 to 25 ✓ \_\_\_\_\_  
From 25 to 50 \_\_\_\_\_  
From 50 to 100 \_\_\_\_\_  
From 100 to 500 \_\_\_\_\_  
Above 500 \_\_\_\_\_

### TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L ① ? d D-Fairy tales, folk tales, Classic Myths ss
- L ① ? d D-Nature and animal stories N
- L ① ? d D-History, biography, and travel N
- L ① ? d D-Science N
- ① 1 ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine) N
- ① 1 ? d D-Stories of home and school life N
- L 1 ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine)
- L 1 ? d D-Poetry and drama
- L 1 ? d D-Children Encyclopedias
- L ① ? d D-Informational fiction, including the classics N  
(Such as Shakespeare)
- ① 1 ? d D-Emotional fiction (popular novel and love story) N
- ① 1 ? d D-Current magazine articles (listing in margin,  
magazines you read) N Pop. Mech., Travel, Mentor,  
Women's Home Comp., American, Colliers, Sat. Even.
- ① 1 ? d D-Youth's Companion and similar papers N Post., Lit.  
Digest
- L 1 ① ? d D-Sunday school papers N
- ① 1 ? d D-Daily newspapers N

List your five favorite books in order of preference:

1. Freckles
2. Hugh Wynne (other similar books)
3. Robinson Crusoe
4. Laddy of Sunnybank
5. Graves of Killarney

INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L 1 ? ☒ a D-Save large part of money earned
- ☒ L 1 ? d D-Be popular
- L 1 ? d ☒ D-Be criticized
- L ☒ 1 ? d D-Take physical exercise
- L ☒ 1 ? d D-Make use of prayer
- ☒ L 1 ? d D-Take part in community work and activities
- L ☒ 1 ? d D-Rely upon memory
- L ☒ 1 ? d D-Do mental work (study)
- ☒ L 1 ? d D-Be a success in society
- ☒ L 1 ? d D- Be supervised
- ☒ L 1 ? d D-Keep appointments to the minute
- ☒ L 1 ? d D-Be among upper 10% of classmates
- L 1 ? ☒ a D-Play with small children
- ☒ L 1 ? d D-Play with others about your own age
- L 1 ☒ ? d D-Plan daily work
- L 1 ☒ ? d D-Strictly carry out daily plan
- L ☒ 1 ? d D-Do religious work
- ☒ L 1 ? d D-Purposely make many friends
- L ☒ 1 ? d D-Do physical work
- ☒ L 1 ? d D-Conform to style in personal dress
- ☒ L 1 ? d D-Work under strict requirements
- ☒ L 1 ? d D-Be imaginative
- L ☒ 1 ? d D-Feel your own importance
- ☒ L 1 ? d D-Be loyal to school program
- ☒ L 1 ? d D-Rely upon being directed
- L 1 ? d ☒ D-Be restricted in recreations and amusements

## CHOICE OF VOCATION

276

What vocations have you seriously contemplated entering?  
At what age?

1. **Railroad**
2. **Electrician**
3. **Bank Clerk**
4. **Lawyer**
5. **Newspaperman or biologist**

If you feel definitely decided now what you intend to be,  
at what age did you make your decision?

Whow the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	①	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	③	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school? **Feed dog and pigeons. Carry newspaper.**

While attending high school? **Feed cats, take care of  
garden (sometimes bring in wood).**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations. **Los Angeles, Reno**

Do you belong to a fraternity or similar social organization? **No**

## JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
1. <b>Record Route</b>	<b>14</b>		
2. <b>Paper Mill</b>	<b>13</b>	<b>Summer</b>	
3.			
4.			

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what? **Bank, scientist, and railroad.**

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
Stenographic work	Welfare or social work
<b>4</b> Clerical work	<b>2</b> Librarian
<b>5</b> Teaching	Insurance
Banker	Fireman
Doctor	Broker
Dentist	Minister
Engineer	Aviator
<b>1</b> Biologist or scientist	
<b>3</b> Newspaper	

HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject IV as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

HOME INFORMATION FORM

To be used by parents Subject IV (Bert Hewlitt)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....3.....4.....5.....?  
Overweight for age      AV.      Underweight for age
2. Health  
.....1.....✓2.....3.....4.....5.....?  
Very healthy      AV.      Sickly
3. Physical Activity  
.....1.....2.....✓3.....4.....5.....?  
Very athletic      AV.      Non-athletic
4. Posture  
.....1.....2.....✓3.....5.....5.....?  
Erect, very straight      AV.      Stooped
5. Hearing  
.....✓1.....2.....3.....4.....5.....?  
Very acute in hearing      AV.      Hard of hearing
6. Eyesight  
.....1.....2.....✓3.....4.....5.....?  
Very keen vision      AV.      Indistinct vision
7. Regularity of eating  
.....✓1.....2.....3.....4.....5.....?  
Eats much between meals      AV.      Never eats between meals
8. Rate of eating  
.....1.....✓2.....3.....4.....5.....?  
Eats very rapidly      AV.      Eats very slowly
9. Use of milk  
.....1.....2.....3.....4.....✓5.....?  
Strong Liking      AV.      Dislikes
10. Use of tea and coffee  
.....1.....2.....3.....✓4.....5.....?  
Uses one or both to      AV.      Uses neither  
   excess
11. Use of meats  
.....✓1.....2.....3.....4.....5.....?  
Strong Liking      AV.      Dislikes



12. Use of fresh vegetables  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....✓3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....✓2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....✓1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....✓2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....✓3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....✓2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....✓4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....✓1.....2.....3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Shrinks
57. Desire for stylish clothes  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....☒2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....2.....☒3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....3.....☒4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....☒1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....1.....2.....3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....✓1.....2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....1.....☒2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially subject: Brief comments would be welcomed.)

Fear..... Anger. Until this last year...

Joy, Laughter..... Love, Affection. ☒.....

Hate, Aversion..... Disgust, Scorn, Contempt.....

Worry, Moodiness.... Envy, Jealousy.....

84. What conditions, or factors, in his home may have influenced him to choose..... as a profession?

85. What traits, or qualities, does he manifest as a pupil that indicates he might succeed in a chosen vocation. (Include qualities in dramatics, music, art, use of imagination, self-control, honesty, moral courage, sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can that will throw light upon his general condition as a stammerer. What suggestions can you make to help him overcome his hesitations in speech?

**Stammers a little when excited or tries to talk too fast.**

## Appendix V

INDIVIDUAL REPORTName in full Subject V (Isabel Atwood)Height 5 ft., 1 in. Weight 115 Place of birth Stockton

Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town pop.
			Under 500	500 to 2500
				Above 2500
1.	Calif.	15 $\frac{1}{2}$		X
2.	Calif.	$\frac{1}{2}$		X
3.				
4.				
5.				

Number of children in family 4 Brothers 1 Sisters 2Which one of the children were you, i.e., 1st, 2nd? 1st

Birth conditions

Age of father at time of your birth 25 Age of mother 21Did any children die of neutral causes after 1 yr. of age? No  
If so, give case, age, and cause.What prolonged illnesses occurred in family? NoneIs father living? Yes If not, give cause of his death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.Is mother living? Yes If not, give cause of her death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.

If parents are divorced, or separated, what was your age at the time of their separation? \_\_\_\_\_.

In case of separation of parents, with whom have you lived? \_\_\_\_\_.

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_

Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_

Wear Glasses? \_\_\_\_\_ Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_

Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_

Rate of eating: (Underline) rapidly, moderately, slowly.Hours of sleeping: Number in upper grades? 10 In high school? \_\_\_\_\_8 - 9Are hours of sleeping regular as to going to bed and in  
number? YesSubject to colds? Yes How frequently? During winter seasonAthletically inclined? YesAge in year and month of inception of menstruation? 12

(Developmental data)

## Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	: <u>X</u> :	: <u>3 &amp; 5</u> :	:	: <u>None</u> :
Mumps	:	:	:	:
Whooping Cough	: <u>X</u> :	: <u>1</u> :	:	: <u>None</u> :
Chickenpox	: <u>X</u> :	: <u>7</u> :	:	: <u>None</u> :
Scarlet Fever	:	:	:	:
Tonsillitis	: <u>X</u> :	: <u>2 - 4</u> :	:	: <u>Operation performed</u> :
Diphtheria	:	:	:	:
Surgical Operations	: <u>X</u> :	: <u>4</u> :	: <u>tonsils &amp; adenoids</u> :	:

Accidents:--especially to hands, arms, collar bone, shoulders  
or head.Other illness NoneHandedness--history of it. Right handed



## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |                                 |                              |
|---------------------------------|------------------------------|
| gs L 1 ② d D-Roll hoops         | N L 1 ? d D-Cook a meal      |
| gs L 1 ② d D-Spin tops          | gs L 1 ? d D-Play with dolls |
| gs L 1 ② d D-Fly kites          | L 1 ② d D-Play house         |
| gs L 1 ? d D-Walk on stilts     | L 1 ② d D-Play Sunday school |
| gs L 1 ? d D-Ride bicycle       | gs L 1 ? d D-Play school     |
| gs L 1 ? d D-Skate              | gs L 1 ? d D-Play store      |
| gs L 1 ? d D-Hike               | gs L 1 ? d D-Put on a show   |
| N L 1 ? d D-Do garden work      | gs L 1 ? d D-Dominoes        |
| L 1 ② d D-Shoot                 | L 1 ② d D-Crokinole          |
| L 1 ② d D-Fish                  | L 1 ② d D-Tiddlewinks        |
| N L 1 ? d D-Swim                | L 1 ② d D-Guessing games     |
| N L 1 ? d D-Ride horseback      | N L ① ? d D-Cards (Playing)  |
| N L 1 ? d D-Row a boat          | L 1 ? d D-History cards      |
| L 1 ② d D-Use tools             | L 1 ? d D-Geography cards    |
| L 1 ② d D-Work with machinery   | L 1 ? d D-Charades           |
| N L 1 ? d D-Drive an auto       | L 1 ? d D-Anagrams           |
| L 1 ② d D-Play tag              | L 1 ? d D-Anty over          |
| L 1 ② d D-Ring around a rosy    | L 1 ? d D-Prisoner's base    |
| L 1 ② d D-London Bridge         | L 1 ? d D-Snap the whip      |
| gs L 1 ? d D-Farmer in the dell | L 1 ? d D-Tug of war         |
| gs L 1 ? d D-Hide and seek      | gs L 1 ? d D-Jump the rope   |
| gs L 1 ? d D-Hopscotch          | L 1 ? d D-Fox and geese      |
| L 1 ② d D-Drop the H'dkf.       | L 1 ? d D-Shinny             |
| L 1 ② d D-Puss in corner        | N L ① ? d D-Dance            |
| L 1 ② d D-Marbles               | L 1 ② d D-Take care of child |
| L 1 ② d D-Croquet               | L 1 ? d D-Checkers           |
| gs L 1 ? d D-Baseball           | L 1 ? d D-Chess              |
| L 1 ② d D-Racing and jumping    | L 1 ② d D-Organize games     |
| L 1 ② d D-Handball              | L 1 ② d D-Organize a club    |
| N L ① ? d D-Tennis              | gs L 1 ? d D-Girl scout work |
| N L ① ? d D-Volleyball          | gs L 1 ? d D-Make speeches   |
| N L ① ? d D-Basketball          | N L ① ? d D-Go to parties    |
| N L ① ? d D-Do plain sewing     | N L ① ? d D-Make booklets    |
| N L ① ? d D-Knit, do fancy work | N L ① ? d D-Publish Papers   |

### SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

#### **few private**

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all; but **requested at home on designated hour.**

How often do you attend the movies?  
(underline) More than once a week; once a week; or once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L 1 ☒ d D-Save large part of money earned
- L 1 ☒ d D-Be popular
- L 1 ? d ☒ D-Be criticized
- ☒ L 1 ? d D-Take physical exercise
- L 1 ☒ d D-Make use of prayer
- L 1 ? d ☒ D-Take part in community work and activities
- ☒ L 1 ? d D-Rely upon memory
- ☒ L 1 ? d D-Do mental work (study)
- L 1 ? d ☒ D-Be a success in society
- L 1 ? ☒ d D- Be supervised
- L ☒ 1 ? d D-Keep appointments to the minute
- ☒ L 1 ? d D-Be among upper 10% of classmates
- L 1 ? d ☒ D-Play with small children
- L 1 ☒ d D-Play with others about your own age
- ☒ L 1 ? d D-Plan daily work
- ☒ L 1 ? d D-Strictly carry out daily plan
- L 1 ☒ d D-Do religious work
- L 1 ☒ d D-Purposely make many friends
- L ☒ 1 ? d D-Do physical work
- ☒ L 1 ? d D-Conform to style in personal dress
- L 1 ? d ☒ D-Work under strict requirements
- ☒ L 1 ? d D-Be imaginative
- ☒ L 1 ? d D-Feel your own importance
- ☒ L 1 ? d D-Be loyal to school program
- ☒ L 1 ? d D-Rely upon being directed
- L 1 ☒ d D-Be restricted in recreations and amusements

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_)

- |                                    |                               |
|------------------------------------|-------------------------------|
| (L) 1 ? d D-Reading <i>g's</i>     | L 1 ? d D-Spanish             |
| (L) 1 ? d D-Arithmetic <i>g's</i>  | L 1 ? d D-General Science     |
| (L) 1 ? d D-Spelling <i>g's</i>    | L 1 ? d D-Biology             |
| (L) 1 ? d D-Writing <i>g's</i>     | L 1 ? d D-Physics             |
| (L) 1 ? d D-Language <i>g's</i>    | L (1) ? d D-Chemistry         |
| (L) 1 ? d D-Grammar <i>g's</i>     | L 1 ? d D-Zoology             |
| L 1 ? d (D) U. S. History <i>N</i> | L 1 ? d D-Botany              |
| L (1) ? d D-Geography <i>g's</i>   | L 1 ? d D-Bookkeeping         |
| (L) 1 ? d D-Hygiene <i>g's</i>     | L 1 ? d D-Shorthand           |
| L (1) ? d D-Civics <i>N</i>        | (L) 1 ? d D-Typing            |
| (L) 1 ? d D-Vocal Music            | L 1 ? d D-Mechanical Drawing  |
| (L) 1 ? d D-Inst. Music            | L 1 ? d D-Free. Drawing       |
| (L) 1 ? d D-Algebra <i>N</i>       | L 1 ? d D-Woodworking         |
| L 1 ? d (D) Geometry <i>N</i>      | (L) 1 ? d D-Sewing            |
| (L) 1 ? d D-Composition <i>N</i>   | L 1 ? d (D) Cooking           |
| L (1) ? d D-Literature <i>N</i>    | (L) 1 ? d D-Physical Training |
| (L) 1 ? d D-Journalism <i>N</i>    | (L) 1 ? d D-Folk Dancing      |
| L (1) ? d D-Latin <i>N</i>         | (L) 1 ? d D-Nature Study      |
| L 1 ? d D-German                   | L 1 ? d D-Modeling            |
| L 1 ? d D-French                   | (L) 1 ? d D-Painting          |
|                                    | L 1 ? d D-_____               |

Hours spent daily in home study: (encircle)

in upper elementary grades     $\frac{1}{2}$    1    $1\frac{1}{2}$    (2)    $2\frac{1}{2}$    3

in high school                       $\frac{1}{2}$    1    $1\frac{1}{2}$    2    $2\frac{1}{2}$    3   (3 $\frac{1}{2}$ )   4

High school activities in which you participate: **Musical**

School or student offices held, letters and distinctions won:

in high school, place in "Troubadours" (singing organization)

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study.

**Vocal -  $1\frac{1}{2}$  yrs.; Piano - 8 yrs.; Dancing - 1 yr.**

List kind and number of each kind of musical instrument in your home. **Piano, Violin, Radio**

SCHOOL INTERESTS

At what age did you begin to read? 6

Begin to work with numbers? 6

Before entering school, could you read? No Work  
with numbers? No Write name and a few short words? Yes

At what age did you enter public or private school? 6

In what grade did you enter public or private school? first

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>600</u>	7th	<u>X</u>	:	<u>900</u>
2nd	<u>X</u>	:	<u>600</u>	8th	<u>X</u>	:	<u>900</u>
3rd	<u>X</u>	:	<u>600</u>	9th	:	<u>X</u>	<u>20</u>
4th	<u>X</u>	:	<u>800</u>	10th	<u>X</u>	:	<u>2000</u>
5th	<u>X</u>	:	<u>800</u>	11th	<u>X</u>	:	<u>2200</u>
6th	<u>X</u>	:	<u>900</u>	12th	<u>X</u>	:	<u>2500</u>

How many years did you attend a one-room rural school? None

Are you regular in attendance at school? Yes if not,  
to what extent irregular and why?

Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferent

Are you tardy in getting to school?  
(underline) regularly  
occasionally  
not at all

Have you disliked to go to school at any time? No If so,  
when and to what extent?

Not  
Have you disliked your teachers at any time? particularly so,  
at what age or grade and to what extent?

Were you ever punished severely in school? No If so,  
describe briefly the punishments and frequencies.

What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.

## Reading Interests

294

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
From 10 to 25 \_\_\_\_\_  
From 25 to 50 \_\_\_\_\_  
From 50 to 100 \_\_\_\_\_  
From 100 to 500 ✓ \_\_\_\_\_  
Above 500 \_\_\_\_\_

### TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

gs (L) 1 ? d D-Fairy tales, folk tales, Classic Myths

N (L) 1 ? d D-Nature and animal stories

L 1 (L) d D-History, biography, and travel

L 1 (L) d D-Science

L 1 (L) d D-Stories of adventure and mystery (Underscore  
whether book or magazine)

gs (L) 1 ? d D-Stories of home and school life

L 1 ? d (L) D-Sensational fiction, wildwest, and detective  
stories (book or magazine)

N (L) 1 ? d D-Poetry and drama

gs (L) 1 ? d D-Children Encyclopedias

N L (L) ? d D-Informational fiction, including the classics  
(Such as Shakespeare)

N L (L) ? d D-Emotional fiction (popular novel and love story)

(L) 1 ? d D-Current magazine articles (listing in margin,  
magazines you read)

gs (L) 1 ? d D-Youth's Companion and similar papers

L 1 (L) d D-Sunday school papers

N (L) 1 ? d D-Daily newspapers

L 1 ? d D-Exchange editions of school papers

List your five favorite books in order of preference:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

CHOICE OF VOCATION

295

What vocations have you seriously contemplated entering?  
At what age?

1. **High school teacher**
2. **High school singing teacher or privately**
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision? **About 15 yrs.**

Whow the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school? **Assist in caring of my younger brother  
and sister.**

While attending high school? **Assist with salesmanship at  
Father's place of business.**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations. **Summer Resorts for  
Pleasure**

Do you belong to a fraternity or similar social organization? **No**

**JOBS HELD**

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
1. <b>Clerked</b>	<b>15 - 16</b>	<b>1931</b>	<b>Father's store</b>
2. _____			
3. _____			
4. _____			



Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
Stenographic work	Welfare or social work
Clerical work	Librarian
1 Teaching	Insurance
Banker	Fireman
Doctor	Broker
Dentist	Minister
Engineer	Aviator

HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject V (Isabel Atwood) as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents Isabel Atwood (Subject V)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....☒3.....4.....5.....?  
Overweight for age AV. Underweight for age
2. Health  
.....1.....☒2.....3.....4.....5.....?  
Very healthy AV. Sickly
3. Physical Activity  
.....☒1.....2.....3.....4.....5.....?  
Very athletic AV. Non-athletic
4. Posture  
.....☒1.....2.....3.....4.....5.....?  
Erect, very straight AV. Stooped
5. Hearing  
.....☒1.....2.....3.....4.....5.....?  
Very acute in hearing AV. Hard of hearing
6. Eyesight  
.....☒1.....2.....3.....4.....5.....?  
Very keen vision AV. Indistinct vision
7. Regularity of eating  
.....1.....2.....☒3.....4.....5.....?  
Eats much between meals AV. Never eats between meals
8. Rate of eating  
.....1.....☒2.....3.....4.....5.....?  
Eats very rapidly AV. Eats very slowly
9. Use of milk  
.....1.....2.....3.....4.....☒5.....?  
Strong Liking AV. Dislikes
10. Use of tea and coffee  
.....1.....2.....☒3.....4.....5.....?  
Uses one or both to AV. Uses neither  
excess
11. Use of meats  
.....1.....2.....☒3.....4.....5.....?  
Strong Liking AV. Dislikes

12. Use of fresh vegetables  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....3.....✓4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Shrinks
- 
57. Desire for stylish clothes  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....☒1.....2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....2.....3.....4.....☒5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....☒1.....2.....3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....☒1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....1.....2.....3.....4.....☒5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....1.....2.....3.....4.....☒5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....1.....2.....3.....4.....☒5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....☒1.....2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....1.....2.....3.....4.....☒5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....☒5.....?  
 Strong AV. None



80. Attractiveness to persons of same sex  
 .....1.....2.....3.....4.....✓5.....?  
 Strong AV. None

81. Generosity  
 .....1.....✓2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially  
 subject: Brief comments would be welcomed.)

Fear.✓..... Anger.✓.....

Joy, Laughter..... Love, Affection.....

Hate, Aversion.✓..... Disgust, Scorn, Contempt.✓.....

Worry, Moodiness✓.... Envy, Jealousy.✓.....

84. What conditions, or factors, in his home may have  
 influenced him to choose.....  
 as a profession?

85. What traits, or qualities, does he manifest as a pupil  
 that indicates he might succeed in a chosen vocation.  
 (Include qualities in dramatics, music, art, use of  
 imagination, self-control, honesty, moral courage,  
 sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can  
 that will throw light upon his general condition as  
 a stammerer. What suggestions can you make to help  
 him overcome his hesitations in speech?

## Appendix VI

INDIVIDUAL REPORTName in full Subject VI (George Clark)Height 5 ft., 9 in. Weight 169 Place of birth Merced

Home locations, listed successively from time of birth.

	: State	: No. of years	: Rural	: Village or town	: pop.	: Under 500	: 500 to 2500	: Above 2500	: 2500 to 5000
1.	Calif.	1/2							X
2.	Calif.	2						X	
3.	Calif.	11						X	
4.	Calif.	3						X	
5.									

Number of children in family 1 Brothers \_\_\_\_\_ Sisters \_\_\_\_\_Which one of the children were you, i.e., 1st, 2nd? 1st

Birth conditions

Age of father at time of your birth ? Age of mother 23Did any children die of neutral causes after 1 yr. of age? No  
If so, give case, age, and cause.What prolonged illnesses occurred in family? NoneIs father living? ? If not, give cause of his death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.Is mother living? Yes If not, give cause of her death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.If parents are divorced, or separated, what was your age at the time of their separation? 2In case of separation of parents, with whom have you lived? Mother

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_

Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_

Wear Glasses? \_\_\_\_\_ Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_

Toothache? Yes How frequently? Every so often At what ages? ?Rate of eating: (Underline) rapidly, moderately, slowly.Hours of sleeping: Number in upper grades? 10 In high school? 10Are hours of sleeping regular as to going to bed and in number? NoSubject to colds? Yes How frequently? YearlyAthletically inclined? Yes. Golf, football, baseball, boating

Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

## Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	: X :	: 6 :	: No :	: No :
Mumps	: X :	: 5 :	: No :	: No :
Whooping Cough	: X :	: 2 :	: No :	: No :
Chickenpox	: X :	: 7 :	: No :	: No :
Scarlet Fever	: : :	: : :	: : :	: : :
Tonsilitis	: X :	: 12 :	: No :	: No :
Diphtheria	: : :	: : :	: : :	: : :
Surgical Operations	: : :	: : :	: tonsils :	: : :

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness NoneHandedness--history of it. Right handed

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

L 1 ? d D-Roll hoops	L 1 ? d D-Cook a meal
L 1 ? d D-Spin tops <sup>gs</sup>	L 1 ? d D-Play with dolls
L 1 ? d D-Fly kites <sup>gs</sup>	L 1 ? d D-Play house
L 1 ? d D-Walk on stilts	L 1 ? d D-Play Sunday school
Ⓐ 1 ? d D-Ride bicycle <sup>legs</sup>	L 1 ? d D-Play school
L 1 ? d D-Skate	L 1 ? d D-Play store
L ① ? d D-Hike <sup>gs</sup>	L 1 ? d D-Put on a show
L 1 ? d D-Do garden work	L 1 ? d D-Dominoes
L 1 ? d D-Shoot	L 1 ? d D-Crokinole
L ① ? d D-Fish	L 1 ? d D-Tiddlewinks
Ⓐ 1 ? d D-Swim	L 1 ? d D-Guessing games
L 1 ? d D-Ride horseback	L ① ? d D-Cards (Playing)
Ⓐ 1 ? d D-Row a boat	L 1 ? d D-History cards
L 1 ? d D-Use tools	L 1 ? d D-Geography cards
L 1 ? d D-Work with machinery	L 1 ? d D-Charades
Ⓐ 1 ? d D-Drive an auto	L 1 ? d D-Anagrams
L 1 ? d D-Play tag	L 1 ? d D-Anty over
L 1 ? d D-Ring around a rosy	L 1 ? d D-Prisoner's base
L 1 ? d D-London Bridge	L 1 ? d D-Snap the whip
L 1 ? d D-Farmer in the dell	L ① ? d D-Tug of war <sup>gs</sup>
L ① ? d D-Hide and seek <sup>gs</sup>	L 1 ? d D-Jump the rope
L 1 ? d D-Hopscotch	L 1 ? d D-Fox and geese
L 1 ? d D-Drop the H'dkf.	L 1 ? d D-Shinny
L 1 ? d D-Puss in corner	L 1 ? d D-Dance
L 1 ? d D-Marbles	L 1 ? d D-Take care of child
L 1 ? d D-Croquet	L ① ? d D-Checkers
Ⓐ 1 ? d D-Baseball <sup>gs</sup>	L 1 ? d D-Chess
L 1 ? d D-Racing and jumping <sup>gs</sup>	L ① ? d D-Organize games <sup>gs</sup>
L ① ? d D-Handball	L 1 ? d D-Organize a club
L ① ? d D-Tennis	L 1 ? d D-Girl scout work
L 1 ? d D-Volleyball	L 1 ? d D-Make speeches
L ① ? d D-Basketball	L 1 ? d D-Go to parties
L 1 ? d D-Do plain sewing	L 1 ? d D-Make booklets
L 1 ? d D-Knit, do fancy work	L 1 ? d D-Publish Papers

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_\_)

- |                                |                                     |
|--------------------------------|-------------------------------------|
| L <u>1</u> ? d D-Reading       | L 1 <u>?</u> d D-Spanish            |
| L <u>1</u> ? d D-Arithmetic    | L 1 <u>?</u> d D-General Science    |
| <u>1</u> 1 ? d D-Spelling      | <u>1</u> 1 ? d D-Biology            |
| L <u>1</u> ? d D-Writing       | L 1 <u>?</u> d D-Physics            |
| L <u>1</u> ? d D-Language      | L <u>1</u> ? d D-Chemistry          |
| L 1 <u>?</u> d D-Grammar       | L <u>1</u> ? d D-Zoology            |
| L <u>1</u> ? d D-U. S. History | L <u>1</u> ? d D-Botany             |
| L <u>1</u> ? d D-Geography     | L <u>1</u> ? d D-Bookkeeping        |
| L 1 ? <u>?</u> d D-Hygiene     | L 1 <u>?</u> d D-Shorthand          |
| L <u>1</u> ? d D-Civics        | L <u>1</u> ? d D-Typing             |
| L 1 <u>?</u> d D-Vocal Music   | L 1 <u>?</u> d D-Mechanical Drawing |
| L 1 <u>?</u> d D-Inst. Music   | L 1 ? <u>?</u> d D-Free. Drawing    |
| L 1 <u>?</u> d D-Algebra       | L 1 <u>?</u> d D-Woodworking        |
| L 1 <u>?</u> d D-Geometry      | L 1 <u>?</u> d D-Sewing             |
| L <u>1</u> ? d D-Composition   | L 1 ? <u>?</u> d D-Cooking          |
| L <u>1</u> ? d D-Literature    | L <u>1</u> ? d D-Physical Training  |
| L 1 <u>?</u> d D-Journalism    | L 1 <u>?</u> d D-Folk Dancing       |
| L 1 <u>?</u> d D-Latin         | L <u>1</u> ? d D-Nature Study       |
| L 1 <u>?</u> d D-German        | L 1 <u>?</u> d D-Modeling           |
| L 1 <u>?</u> d D-French        | L 1 <u>?</u> d D-Painting           |
|                                | <u>1</u> 1 ? d D- <u>Italian</u>    |

Hours spent daily in home study: (encircle)

in upper elementary grades  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3

in high school  $\frac{1}{2}$  1  $1\frac{1}{2}$  2  $2\frac{1}{2}$  3  $3\frac{1}{2}$  4

High school activities in which you participate: **Golf, boat club**

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study. **None**

List kind and number of each kind of musical instrument in your home. **Radio**

SCHOOL INTERESTSAt what age did you begin to read? 5Begin to work with numbers? 5Before entering school, could you read? ? Work  
with numbers? ? Write name and a few short words? YesAt what age did you enter public or private school? 5In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>300</u>	7th	<u>X</u>	:	<u>400</u>
2nd	<u>X</u>	:	<u>300</u>	8th	<u>X</u>	:	<u>400</u>
3rd	<u>X</u>	:	<u>400</u>	9th	<u>X</u>	:	<u>2300</u>
4th	<u>X</u>	:	<u>400</u>	10th	<u>X</u>	:	<u>2500</u>
5th	:	<u>X</u>	<u>40</u>	11th	:	:	
6th	:	<u>X</u>	<u>40</u>	12th	:	:	

How many years did you attend a one-room rural school? NoneAre you regular in attendance at school? Yes if not,  
to what extent irregular and why?Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferentAre you tardy in getting to school?  
(underline) regularly  
occasionally  
not at allHave you disliked to go to school at any time? No If so,  
when and to what extent?Have you disliked your teachers at any time? No If so,  
at what age or grade and to what extent?Were you ever punished severely in school? No If so,  
describe briefly the punishments and frequencies.What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.



Reading Interests

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
 From 10 to 25 ✓ \_\_\_\_\_  
 From 25 to 50 \_\_\_\_\_  
 From 50 to 100 \_\_\_\_\_  
 From 100 to 500 \_\_\_\_\_  
 Above 500 \_\_\_\_\_

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- gsL ① ? d D-Fairy tales, folk tales, Classic Myths
- gsL ① ? d D-Nature and animal stories
- N ① 1 ? d D-History, biography, and travel
- N L ① ? d D-Science
- N ① 1 ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine)
- L 1 ② d D-Stories of home and school life
- N ① 1 ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine)
- L 1 ? d D-Poetry and drama
- L 1 ? d D-Children Encyclopedias
- L 1 ? d D-Informational fiction, including the classics  
(Such as Shakespeare)
- L 1 ? d D-Emotional fiction (popular novel and love story)
- L 1 ? d D-Current magazine articles (listing in margin,  
magazines you read)
- L 1 ? d D-Youth's Companion and similar papers
- L 1 ? d D-Sunday school papers
- N ① 1 ? d D-Daily newspapers

List your five favorite books in order of preference:

1. Tam o' the Scots
2. Red Skies
3. Across the Pacific
4. Unknown Danger
5. The Avenging Bat

# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L ☒ 1 ? d D-Save large part of money earned
- ☒ L 1 ? d D-Be popular
- L 1 ? d ☒ D-Be criticized
- ☒ L 1 ? d D-Take physical exercise
- L ☒ 1 ? d D-Make use of prayer
- L ☒ 1 ? d D-Take part in community work and activities
- L ☒ 1 ? d D-Rely upon memory
- L ☒ 1 ? d D-Do mental work (study)
- ☒ L 1 ? d D-Be a success in society
- L 1 ? d ☒ D-Be supervised
- ☒ L 1 ? d D-Keep appointments to the minute
- L ☒ 1 ? d D-Be among upper 10% of classmates
- L 1 ☒ 2 d D-Play with small children
- ☒ L 1 ? d D-Play with others about your own age
- L ☒ 1 ? d D-Plan daily work
- L ☒ 1 ? d D-Strictly carry out daily plan
- L 1 ☒ 2 d D-Do religious work
- ☒ L 1 ? d D-Purposely make many friends
- ☒ L 1 ? d D-Do physical work
- ☒ L 1 ? d D-Conform to style in personal dress
- L 1 ? d ☒ D-Work under strict requirements
- ☒ L 1 ? d D-Be imaginative
- L ☒ 1 ? d D-Feel your own importance
- ☒ L 1 ? d D-Be loyal to school program
- L 1 ? d ☒ D-Rely upon being directed
- L 1 ? d ☒ D-Be restricted in recreations and amusements

RELIGIOUS INTERESTS

Where possible, underline suitable answer.

[illegible]

Does mother attend religious services? regularly  
occasionally  
not at all

Is family worship in any form observed in your home?

daily  
weekly  
occasionally  
not at all

Which religious faith does your father profess?

Which religious faith does your mother profess?

Did you attend Sunday school, church, or equivalent services?

While in grade school	regularly
	occasionally
	not at all

While in high school do you attend regularly  
occasionally  
not at all

To what extent have you committed to memory, hymns, verses, and Bible passages?

Have you taught Sunday school classes, or similar classes? If so, to what extent?

Have any of your family, or ancestors, been engaged  
regularly in religious work?  
If so, what relatives, and work?

Additional information regarding religious interests, attitudes and activities.

CHOICE OF VOCATION

315

What vocations have you seriously contemplated entering?

At what age?

- 1.
- 2.
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be,  
at what age did you make your decision?

Whow the influence of others in helping you make the  
decision of your life work: (Encircle one of the  
figures. Number one indicates the greatest influence;  
number three, average influence; number five, least  
influence

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending  
grade school? **Help around the house. Taking care of  
things when family is away.**

While attending high school? **Practically same.**

Have you traveled for study or pleasure in your own state,  
in other states, or in foreign countries? If so,  
give extent of travel and locations. **In own state.**

Do you belong to a fraternity or similar social organization? **No**

JOBS HELD

Experience holding jobs; list places chronologically in which  
you have worked.

What you did.	Age	When	Location
1. <b>Help in property shop</b>	<b>15 - 16</b>	<b>Vacation</b>	<b>Boat house</b>
2. _____			
3. _____			
4. _____			

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what?

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
Stenographic work	Welfare or social work
<b>3</b> Clerical work	Librarian
<b>2</b> Teaching	Insurance
<b>1</b> Banker	Fireman
Doctor	<b>5</b> Broker
Dentist	Minister
<b>4</b> Engineer	Aviator

HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject VI (George Clark) as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents Subject VI (George Clark)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....✓2.....3.....4.....5.....?  
Overweight for age AV. Underweight for age
2. Health  
.....✓1.....2.....3.....4.....5.....?  
Very healthy AV. Sickly
3. Physical Activity  
.....1.....✓2.....3.....4.....5.....?  
Very athletic AV. Non-athletic
4. Posture  
.....1.....2.....✓3.....4.....5.....?  
Erect, very straight AV. Stooped
5. Hearing  
.....1.....2.....✓3.....4.....5.....?  
Very acute in hearing AV. Hard of hearing
6. Eyesight  
.....1.....✓2.....3.....4.....5.....?  
Very keen vision AV. Indistinct vision
7. Regularity of eating  
.....1.....✓2.....3.....4.....5.....?  
Eats much between meals AV. Never eats between meals
8. Rate of eating  
.....1.....2.....✓3.....4.....5.....?  
Eats very rapidly AV. Eats very slowly
9. Use of milk  
.....✓1.....2.....3.....4.....5.....?  
Strong Liking AV. Dislikes
10. Use of tea and coffee  
.....1.....2.....✓3.....4.....5.....?  
Uses one or both to AV. Uses neither  
excess
11. Use of meats  
.....1.....✓2.....3.....4.....5.....?  
Strong Liking AV. Dislikes

12. Use of fresh vegetables  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Does not sing



26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness **This is a question I object to. I have**  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful  
**no cause to ever doubt his truthfulness. I am sure if**
42. Sense of justice **I did I would find I was wrong.**  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. None
- 
43. Selfishness  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....✓1.....2.....3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular I do not know. We see so few  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Shrinks
- people outside of our family, I feel I am not able to say.
57. Desire for stylish clothes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....2.....✓3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....2.....✓3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....✓1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....✓1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....☒1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....☒1.....2.....3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....☒1.....2.....3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....1.....2.....☒3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....1.....2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially  
 subject: Brief comments would be welcomed.)

Fear..... Anger.....

Joy, Laughter.✓..... Love, Affection.✓.....

Hate, Aversion..... Disgust, Scorn, Contempt.....

Worry, Moodiness..... Envy, Jealousy.....

84. What conditions, or factors, in his home may have  
 influenced him to choose.....  
 as a profession?

85. What traits, or qualities, does he manifest as a pupil  
 that indicates he might succeed in a chosen vocation.  
 (Include qualities in dramatics, music, art, use of  
 imagination, self-control, honesty, moral courage,  
 sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can  
 that will throw light upon his general condition as  
 a stammerer. What suggestions can you make to help  
 him overcome his hesitations in speech?

"I cannot give any helpful suggestions to overcome the stam-  
 mering. He never stammered until the age of 6. The only  
 reason I can think of for this condition is that he had so  
 many different people taking care of him, as a child and up  
 to the age of 11, that he may have grown nervous.

I find that, when he starts to stammer, if I say, 'a', 'e',  
 'i', 'o', or 'u' he stops immediately. 'E' is most helpful.  
 I know of a man who stammered and tried every thing to cor-  
 rect his speech, and this system is the only one that helped  
 him. That is what gave me the idea of trying it on George."

## Appendix VII

INDIVIDUAL REPORT

Name in full Subject VII (Arnold Ingram)  
 Height 5 ft., 7 in. Weight 130 Place of birth Stockton  
 Home locations, listed successively from time of birth.

	State	No. of years	Rural	Village or town pop.
			Under 500	500 to 2500
				Above 2500
1.	Calif.	16		X
2.				
3.				
4.				
5.				

Number of children in family 4 Brothers 2 Sisters 1

Which one of the children were you, i.e., 1st, 2nd? 3rd

Birth conditions

Age of father at time of your birth \_\_\_\_\_ Age of mother \_\_\_\_\_

Did any children die of neutral causes after 1 yr. of age? No  
 If so, give case, age, and cause.

What prolonged illnesses occurred in family? None

Is father living? Yes If not, give cause of his death \_\_\_\_\_  
 Your age at that time \_\_\_\_\_.

Is mother living? Yes If not, give cause of her death \_\_\_\_\_  
 Your age at that time \_\_\_\_\_.

If parents are divorced, or separated, what was your age at the time of their separation? \_\_\_\_\_.

In case of separation of parents, with whom have you lived? \_\_\_\_\_.

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_  
 Astigmatism? \_\_\_\_\_? How serious? \_\_\_\_\_  
 Wear Glasses? \_\_\_\_\_ Regularly? \_\_\_\_\_ Began at what age? \_\_\_\_\_  
 Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_  
 Rate of eating: (Underline) rapidly, moderately, slowly.  
 Hours of sleeping: Number in upper grades? 11 In high school? 9½  
 Are hours of sleeping regular as to going to bed and in number? Yes

Subject to colds? Yes How frequently? 3 or 4 per year  
 Athletically inclined? slightly

Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

## Record of Illness, etc.

	: Check :	Age :	Severity :	Any lasting effects
Measles	: <u>X</u> :	: <u>2</u> :	:	: <u>No</u>
Mumps	:	:	:	:
Whooping Cough	: <u>X</u> :	: <u>4</u> :	:	: <u>No</u>
Chickenpox	: <u>X</u> :	: <u>3</u> :	:	: <u>No</u>
Scarlet Fever	:	:	:	:
Tonsillitis	: <u>X</u> :	: <u>3 -10</u> :	:	: <u>No</u>
Diphtheria	:	:	:	:
Surgical Operations	:	:	:	:

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it.

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.



# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |  |                                     |
|--|-------------------------------------|
| L 1 ? d D-Roll hoops <i>gs</i>         | L 1 ? d D-Cook a meal               |
| L ① ? d D-Spin tops <i>gs</i>          | L 1 ? d D-Play with dolls           |
| L ① ? d D-Fly kites <i>gs</i>          | L 1 ? d D-Play house                |
| ① L 1 ? d D-Walk on stilts             | L 1 ? d D-Play Sunday school        |
| ① L 1 ? d D-Ride bicycle               | L 1 ? d D-Play school               |
| ① L 1 ? d D-Skate                      | L 1 ? d D-Play store                |
| L 1 ? d ① D-Hike                       | L 1 ② d D-Put on a show <i>gs</i>   |
| L 1 ② d D-Do garden work               | L 1 ? d D-Dominoes                  |
| L ① ? d D-Shoot                        | L 1 ? d D-Crokinole                 |
| L ① ? d D-Fish                         | L 1 ② d D-Tiddlewinks <i>gs</i>     |
| ① L 1 ? d D-Swim                       | L 1 ② d D-Guessing games <i>gs</i>  |
| L ① ? d D-Ride horseback <i>gs</i>     | L 1 ② d D-Cards (Playing)           |
| ① L 1 ? d D-Row a boat                 | L 1 ? d D-History cards             |
| ① L 1 ? d D-Use tools                  | L ① ? d D-Geography cards <i>gs</i> |
| ① L 1 ? d D-Work with machinery        | L 1 ? d D-Charades                  |
| L 1 ② d D-Drive an auto <i>N</i>       | L 1 ? d D-Anagrams                  |
| L ① ? d D-Play tag <i>gs</i>           | L ① ? d D-Anty over <i>gs</i>       |
| L 1 ② d D-Ring around a rosy <i>gs</i> | L 1 ? d D-Prisoner's base           |
| L 1 ② d D-London Bridge <i>gs</i>      | L 1 ② d D-Snap the whip <i>gs</i>   |
| L 1 ② d D-Farmer in the dell <i>gs</i> | L ① ? d D-Tug of war <i>gs</i>      |
| L 1 ② d D-Hide and seek <i>gs</i>      | L 1 ? d D-Jump the rope             |
| L 1 ? d D-Hopscotch                    | L 1 ? d D-Fox and geese             |
| L 1 ? d D-Drop the H'dkf.              | ① L 1 ? d D-Shinny                  |
| L ① ? d D-Puss in corner <i>gs</i>     | L 1 ? d ① D-Dance <i>gs</i>         |
| L ① ? d D-Marbles <i>gs</i>            | L 1 ? d D-Take care of child        |
| L ① ? d D-Croquet <i>gs</i>            | L ① ? d D-Checkers <i>gs</i>        |
| L ① ? d D-Baseball <i>gs</i>           | L 1 ? d D-Chess                     |
| L ① ? d D-Racing and jumping           | L ① ? d D-Organize games <i>N</i>   |
| L 1 ② d D-Handball <i>gs</i>           | L 1 ? d D-Organize a club           |
| L 1 ? d D-Tennis                       | L 1 ? d D-Girl scout work           |
| L 1 ? d D-Volleyball                   | L 1 ② d D-Make speeches             |
| ① L 1 ? d D-Basketball                 | L 1 ? d ① D-Go to parties <i>gs</i> |
| L 1 ? d D-Do plain sewing              | L 1 ? d D-Make booklets             |
| L 1 ? d D-Knit, do fancy work          | L 1 ? d D-Publish Papers            |

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

# ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page\_\_\_\_\_)

- |                           |                                |
|---------------------------|--------------------------------|
| L 1 ? d D-Reading         | (L) 1 ? d D-Spanish            |
| (L) 1 ? d D-Arithmetic    | L 1 ? d D-General Science      |
| L (1) ? d D-Spelling      | L 1 ? d D-Biology              |
| L 1 (2) d D-Writing       | (L) 1 ? d D-Physics            |
| L (1) ? d D-Language      | (L) 1 ? d D-Chemistry          |
| L (1) ? d D-Grammar       | L 1 ? d D-Zoology              |
| L 1 (2) d D-U. S. History | L 1 ? d D-Botany               |
| L 1 (2) d D-Geography     | L 1 ? d D-Bookkeeping          |
| L 1 (2) d D-Hygiene       | L 1 ? d D-Shorthand            |
| L (1) ? d D-Civics        | L (1) ? d D-Typing             |
| L 1 ? (2) d D-Vocal Music | (L) 1 ? d D-Mechanical Drawing |
| L 1 ? (2) d D-Inst. Music | L 1 ? d D-Free. Drawing        |
| (L) 1 ? d D-Algebra       | (L) 1 ? d D-Woodworking        |
| (L) 1 ? d D-Geometry      | L 1 ? d D-Sewing               |
| L 1 (2) d D-Composition   | L 1 ? d D-Cooking              |
| L 1 (2) d D-Literature    | L (1) ? d D-Physical Training  |
| L 1 (2) d D-Journalism    | L 1 ? d D-Folk Dancing         |
| L 1 ? d D-Latin           | L 1 ? d D-Nature Study         |
| L 1 ? d D-German          | (L) 1 ? d D-Modeling           |
| L 1 ? d D-French          | L 1 ? d D-Painting             |
|                           | L 1 ? d D-_____                |

Hours spent daily in home study: (encircle)

in upper elementary grades (1/2) 1 1 1/2 2 2 1/2 3

in high school 1/2 1 1 1/2 2 2 1/2 3 (3 1/2) 4

High school activities in which you participate:

School or student offices held, letters and distinctions won:

in high school

in elementary grades

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study.

**Instrumental music - 4 years.**

List kind and number of each kind of musical instrument in your home. **Clarinet, baritone, piano, phonograph**

SCHOOL INTERESTSAt what age did you begin to read? 5Begin to work with numbers? 5½Before entering school, could you read? Yes Work  
with numbers? Yes Write name and a few short words? YesAt what age did you enter public or private school? 5½ yrs.In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>400</u>	7th	<u>X</u>	:	<u>650</u>
2nd	<u>X</u>	:	<u>450</u>	8th	<u>X</u>	:	<u>700</u>
3rd	<u>X</u>	:	<u>450 &amp; 30</u>	9th	<u>X</u>	:	<u>1900</u>
4th	<u>X</u>	:	<u>500</u>	10th	<u>X</u>	:	<u>2100</u>
5th	<u>X</u>	:	<u>600</u>	11th	<u>X</u>	:	<u>2400</u>
6th	<u>X</u>	:	<u>600</u>	12th	<u>X</u>	:	<u>2500</u>

How many years did you attend a one-room rural school? 2 mo.Are you regular in attendance at school? Yes if not,  
to what extent irregular and why?Interest of parents, or guardian, in school attendance and  
good work. (underline) very much interested  
fairly interested  
indifferentAre you tardy in getting to school?  
(underline) regularly  
occasionally  
not at allHave you disliked to go to school at any time? No If so,  
when and to what extent?Have you disliked your teachers at any time? No If so,  
at what age or grade and to what extent?Were you ever punished severely in school? No If so,  
describe briefly the punishments and frequencies.What kind of grade-marks (superior, good, fair, poor) did you  
receive in elementary school? If necessary segregate as  
to subjects.

Reading Interests

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
 From 10 to 25 \_\_\_\_\_  
 From 25 to 50 \_\_\_\_\_  
 From 50 to 100 \_\_\_\_\_  
 From 100 to 500 ✓ \_\_\_\_\_  
 Above 500 \_\_\_\_\_

TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L 1 ② d D-Fairy tales, folk tales, Classic Myths  
 L 1 ② d D-Nature and animal stories *gs*  
 L ① ? d D-History, biography, and travel  
 L ① ? d D-Science  
 L 1 ? d D-Stories of adventure and mystery (Underscore  
                   whether book or magazine)  
 L 1 ? d D-Stories of home and school life  
 L 1 ? d D-Sensational fiction, wildwest, and detective  
                   stories (book or magazine)  
 L 1 ? ① D-Poetry and drama  
 L ① ? d D-Children Encyclopedias *gs*  
 L 1 ② d D-Informational fiction, including the classics *N*  
                   (Such as Shakespeare)  
 L 1 ② d D-Emotional fiction (popular novel and love story) *N*  
 L ① ? d D-Current magazine articles (listing in margin,  
                   magazines you read)  
 L 1 ? d D-Youth's Companion and similar papers  
 L 1 ? d D-Sunday school papers  
 L ① ? d D-Daily newspapers

List your five favorite books in order of preference:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L ☒ ? d D-Save large part of money earned
- L ☒ ? d D-Be popular
- L 1 ☒ d D-Be criticized
- L ☒ ? d D-Take physical exercise
- L 1 ☒ d D-Make use of prayer
- L 1 ☒ d D-Take part in community work and activities
- L ☒ ? d D-Rely upon memory
- L ☒ ? d D-Do mental work (study)
- L 1 ☒ d D-Be a success in society
- L ☒ ? d D-Be supervised
- ☒ L 1 ? d D-Keep appointments to the minute
- ☒ L 1 ? d D-Be among upper 10% of classmates
- L 1 ☒ d D-Play with small children
- L ☒ ? d D-Play with others about your own age
- L ☒ ? d D-Plan daily work
- L 1 ☒ d D-Strictly carry out daily plan
- L 1 ☒ d D-Do religious work
- L ☒ ? d D-Purposely make many friends
- L 1 ☒ d D-Do physical work
- L ☒ ? d D-Conform to style in personal dress
- L 1 ☒ d D-Work under strict requirements
- L 1 ? ☒ d D-Be imaginative
- L 1 ☒ d D-Feel your own importance
- L ☒ ? d D-Be loyal to school program
- L 1 ☒ d D-Rely upon being directed
- L 1 ☒ d D-Be restricted in recreations and amusements

RELIGIOUS INTERESTS

Where possible, underline suitable answer.

Does father attend religious services? regularly  
occasionally  
not at all

Does mother attend religious services? regularly  
occasionally  
not at all

Is family worship in any form observed in your home?

daily  
weekly  
occasionally  
not at all

Which religious faith does your father profess?

Which religious faith does your mother profess?

Did you attend Sunday school, church, or equivalent services?

While in grade school	regularly
	occasionally
	not at all

While in high school do you attend regularly  
occasionally  
not at all

To what extent have you committed to memory, hymns, verses, and Bible passages?

Have you taught Sunday school classes, or similar classes? If so, to what extent?

Have any of your family, or ancestors, been engaged  
regularly in religious work?  
If so, what relatives, and work?

Additional information regarding religious interests,  
attitudes and activities.

CHOICE OF VOCATION

What vocations have you seriously contemplated entering?

At what age?

1. **Engineer**
- 2.
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be, at what age did you make your decision?

Whow the influence of others in helping you make the decision of your life work: (Encircle one of the figures. Number one indicates the greatest influence; number three, average influence; number five, least influence

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending grade school? **Work in yard. Assisting mother, getting wood.**

While attending high school? **Work in yard. Assisting mother.**

Have you traveled for study or pleasure in your own state, in other states, or in foreign countries? If so, give extent of travel and locations.

Do you belong to a fraternity or similar social organization?

JOBS HELD

Experience holding jobs; list places chronologically in which you have worked.

What you did.	Age	When	Location
1. <u>Work in yard and office</u>	<u>10 - 16</u>	<u>Vacation</u>	<u>Colberg Boad Wks.</u>
2. <u>Ushering</u>	<u>15, 16</u>	<u>Vacation</u>	<u>Fair Grounds</u>
3. _____			
4. _____			



Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? **Yes.** If so, what? **Father and brother.**

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
Stenographic work	Welfare or social work
Clerical work	Librarian
Teaching	Insurance
<b>2</b> Banker	Fireman
<b>4</b> Doctor	Broker
<b>3</b> Dentist	Minister
<b>1</b> Engineer	Aviator

# HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject VII (Arnold Ingram) as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

## 1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes  
(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

## 2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking                      AV.                      Dislikes  
(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

## 3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking                      AV.                      Dislikes  
(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents Subject VII (Arnold Ingram)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....3.....4.....5.....?  
Overweight for age AV. Underweight for age
2. Health  
.....1.....✓2.....3.....4.....5.....?  
Very healthy AV. Sickly
3. Physical Activity  
.....1.....2.....✓3.....4.....5.....?  
Very athletic AV. Non-athletic
4. Posture  
.....1.....2.....✓3.....4.....5.....?  
Erect, very straight AV. Stooped
5. Hearing  
.....✓1.....2.....3.....4.....5.....?  
Very acute in hearing AV. Hard of hearing
6. Eyesight  
.....✓1.....2.....3.....4.....5.....?  
Very keen vision AV. Indistinct vision
7. Regularity of eating  
.....1.....2.....✓3.....4.....5.....?  
Eats much between meals AV. Never eats between meals
8. Rate of eating  
.....1.....2.....✓3.....4.....5.....?  
Eats very rapidly AV. Eats very slowly
9. Use of milk  
.....1.....2.....3.....✓4.....5.....?  
Strong Liking AV. Dislikes
10. Use of tea and coffee  
.....1.....2.....✓3.....4.....5.....?  
Uses one or both to excess AV. Uses neither
11. Use of meats  
.....1.....✓2.....3.....4.....5.....?  
Strong Liking AV. Dislikes

12. Use of fresh vegetables  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive

39. Obedience  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....2.....3.....4.....☒5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....2.....3.....☒4.....5.....?  
 Strong Liking AV. Shrinks
- 
57. Desire for stylish clothes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....☒1.....2.....3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....☒1.....2.....3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....☒2.....3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....☒1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....1.....2.....3.....☒4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....✓1.....2.....3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....✓1.....2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None



80. Attractiveness to persons of same sex  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....1.....2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially subject: Brief comments would be welcomed.)

Fear..... Anger.....

Joy, Laughter..... Love, Affection.....

Hate, Aversion..... Disgust, Scorn, Contempt.....

Worry, Moodiness..... Envy, Jealousy.....

84. What conditions, or factors, in his home may have influenced him to choose..... as a profession?

85. What traits, or qualities, does he manifest as a pupil that indicates he might succeed in a chosen vocation. (Include qualities in dramatics, music, art, use of imagination, self-control, honesty, moral courage, sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can that will throw light upon his general condition as a stammerer. What suggestions can you make to help him overcome his hesitations in speech?

## Appendix VIII

INDIVIDUAL REPORTName in full Subject VIII (Earl Evans)Height 6 ft., 1 in. Weight 150 Place of birth Los Angeles

Home locations, listed successively from time of birth.

	: State	: No. of:	: Rural:	: Village or town pop.
		: years	: Under:	: 500 to: Above
			: 500	: 2500 : 5000
1.	: Calif.	: 3 mo.	:	: X
2.	: Calif.	: 2	:	: X
3.	: Calif.	: 3	:	: X
4.	: Calif.	: 7	:	: X
5.	: Calif.	: 5	:	: X

Number of children in family 2 Brothers \_\_\_\_\_ Sisters 1Which one of the children were you, i.e., 1st, 2nd? 1st

Birth conditions

Age of father at time of your birth 30 Age of mother 25Did any children die of natural causes after 1 yr. of age? No  
If so, give case, age, and cause.What prolonged illnesses occurred in family? NoneIs father living? Yes If not, give cause of his death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.Is mother living? Yes If not, give cause of her death \_\_\_\_\_  
Your age at that time \_\_\_\_\_.If parents are divorced, or separated, what was your age at  
the time of their separation? \_\_\_\_\_.In case of separation of parents, with whom have you  
lived? \_\_\_\_\_.

PHYSICAL DATA

Eye Trouble: Nearsightedness? \_\_\_\_\_ Farsightedness? \_\_\_\_\_

Astigmatism? X ? How serious? Not veryWear Glasses? Yes Regularly? Fairly Began at what age? 7 yrs.

Toothache? \_\_\_\_\_ How frequently? \_\_\_\_\_ At what ages? \_\_\_\_\_

Rate of eating: (Underline) rapidly, moderately, slowly.Hours of sleeping: Number in upper grades? 8 In high school? 8Are hours of sleeping regular as to going to bed and in number? YesSubject to colds? Yes How frequently? OccasionallyAthletically inclined? Yes. Tennis, swimming.

Age in year and month of inception of menstruation? \_\_\_\_\_

(Developmental data)

## Record of Illness, etc.

	: Check :	: Age :	: Severity :	: Any lasting effects :
Measles	: <u>X</u> :	: <u>6</u> :	:	: <u>Eyes weak</u> :
Mumps	: <u>X</u> :	: <u>9</u> :	:	: <u>None</u> :
Whooping Cough	: <u>X</u> :	: <u>6</u> :	:	: <u>None</u> :
Chickenpox	: <u>X</u> :	: <u>10</u> :	:	: <u>None</u> :
Scarlet Fever	:	:	:	:
Tonsillitis	:	:	:	:
Diphtheria	:	:	:	:
Surgical Operations	:	:	: <u>Set</u> :	:
	:	:	: <u>Broken Arm:</u> :	:

Accidents:--especially to hands, arms, collar bone, shoulders or head.

Other illness \_\_\_\_\_

Handedness--history of it. Left-handed until first grade.Teacher used to rap my knuckles until I learned to use my right hand. Always used it since except when arm was broken.

## KEY TO CHARTS

The following key shows how the various "interests" of the stammerers have been indicated on the numerous charts in the questionnaire:

1. Encircle one of the letters (Ll?dD) to indicate your present attitude toward each of the following interests in which you have had any experience.
2. Any interest you used to have in grammar school, but no longer have, indicate by writing "gs" after the item.
3. Interests you have now, but did not have in grammar school, indicate by writing "N" at the end of the line.
4. (L) means liked very much  
 (l) means liked  
 (?) means indifferent  
 (d) means disliked  
 (D) means disliked very much

Three illustrations of how to do the marking:

1. L(1)?d D-----Ride bicycle. gs  
 A circle around the small "l", and "gs" written following the item means that the subject liked to ride a bicycle when he was in grammar school, but now has no interest in riding a bicycle.
2. (L)l ? d D-----Tennis. N  
 A circle around the capital "L" and, "N" written following the item means that the subject now likes very much to play tennis, but that earlier he had no interest in playing tennis.
3. L l(?)d D-----Swimming  
 A circle around the question mark shows that the subject is now, and always has been indifferent toward swimming.

# PLAY AND ACTIVITY INTERESTS

(For directions on how to indicate "Interests", see key on preceding page)

- |  |                                       |
|--|---------------------------------------|
| L ① ? d D-Roll hoops <i>gs</i>         | L ① ? d D-Cook a meal <i>N</i>        |
| ① 1 ? d D-Spin tops <i>gs</i>          | L 1 ? d D-Play with dolls             |
| ① 1 ? d D-Fly kites <i>gs</i>          | L ① ? d D-Play house <i>gs</i>        |
| L ① ? d D-Walk on stilts <i>gs</i>     | L 1 ? d D-Play Sunday school          |
| L ① ? d D-Ride bicycle <i>N</i>        | L ① ? d D-Play school <i>gs</i>       |
| ① 1 ? d D-Skate <i>N</i>               | L ① ? d D-Play store <i>gs</i>        |
| L ① ? d D-Hike <i>N</i>                | ① 1 ? d D-Put on a show <i>gs</i>     |
| L ① ? d D-Do garden work <i>gs</i>     | L ① ? d D-Dominoes <i>gs</i>          |
| ① 1 ? d D-Shoot <i>N</i>               | L ① ? d D-Crokinole <i>gs</i>         |
| ① 1 ? d D-Fish <i>N</i>                | L 1 ? d ① Tiddlerwink <i>gs</i>       |
| ① 1 ? d D-Swim <i>N</i>                | L ① ? d D-Guessing games <i>gs</i>    |
| L 1 ? d D-Ride horseback               | ① 1 ? d D-Cards (Playing) <i>N</i>    |
| L ① ? d D-Row a boat <i>N</i>          | L 1 ? d D-History cards               |
| L ① ? d D-Use tools <i>N</i>           | L 1 ? d D-Geography cards             |
| L 1 ? d D-Work with machinery          | L 1 ? d D-Charades                    |
| ① 1 ? d D-Drive an auto <i>N</i>       | L 1 ? d D-Anagrams                    |
| L ① ? d D-Play tag <i>gs</i>           | ① 1 ? d D-Anty over <i>gs</i>         |
| L 1 ? d ① Ring around a rose <i>gs</i> | L ① ? d D-Prisoner's base <i>gs</i>   |
| L 1 ? d ① London Bridge <i>gs</i>      | L ① ? d D-Snap the whip <i>gs</i>     |
| L 1 ? d ① Farmer in the dell <i>gs</i> | L ① ? d D-Tug of war <i>gs</i>        |
| ① 1 ? d D-Hide and seek <i>gs</i>      | L 1 ? ① D-Jump the rope <i>gs</i>     |
| L ① ? d D-Hopscotch <i>gs</i>          | L 1 ? d D-Fox and geese               |
| L 1 ? d ① Drop the H'dkf. <i>gs</i>    | ① 1 ? d D-Shinny <i>N</i>             |
| L 1 ? ① D-Puss in corner <i>gs</i>     | L ① ? d D-Dance <i>N</i>              |
| L 1 ? d D-Marbles                      | L 1 ? ① D-Take care of child <i>N</i> |
| L ① ? d D-Croquet <i>N</i>             | L ① ? d D-Checkers <i>gs</i>          |
| ① 1 ? d D-Baseball <i>N</i>            | L 1 ? d D-Chess                       |
| L ① ? d D-Racing and jumping <i>gs</i> | L ① ? d D-Organize games <i>N</i>     |
| L ① ? d D-Handball <i>N</i>            | L ① ? d D-Organize a club <i>gs</i>   |
| ① 1 ? d D-Tennis <i>N</i>              | L 1 ? d D-Girl scout work             |
| L 1 ? d D-Volleyball                   | L ① ? d D-Make speeches <i>N</i>      |
| ① 1 ? d D-Basketball <i>N</i>          | L ① ? d D-Go to parties <i>N</i>      |
| L 1 ? d D-Do plain sewing              | L 1 ? d D-Make booklets               |
| L 1 ? d D-Knit, do fancy work          | L 1 ? d D-Publish Papers              |

SOCIAL INTERESTS

As a younger person, what size of play groups did you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

As an older person, what size of social groups do you prefer? (underline) 1 to 3; 4 to 6; 7 to 12; 12 or more.

How often do you go to parties attended only by the same sex? (underline) Once a week; once in two weeks; once in two to six months; not at all.

How often do you go to parties attended by both boys and girls? (underline) Once a week; once in two weeks; once a month; once in two to six months; not at all.

Do you:

(underline) Attend dancing parties; play cards; go out riding or walking with a member of the opposite sex; have her (or him) spend evenings with you at your home?

**Has a "girl"**

At social affairs, are you chaperoned,  
(underline) Strictly; occasionally; not at all?

How often do you attend the movies?  
(underline) More than once a week; once a week; once in two weeks; once a month; seldom; not at all; in the afternoon; at night?

How often are friends of family present at meals?  
(underline) Two or more meals per week; one meal per week; occasionally; seldom; not at all.

Do you entertain with parties in your own home?  
(underline) Frequently; occasionally; not at all.

Additional information regarding social interests, attitudes, and activities.

ATTITUDE TOWARD SCHOOL SUBJECTS

Do not mark subjects you have not studied

Indicate attitude by encircling the proper letter

(For further directions see key on page \_\_\_\_\_)

- |   |  |
|---|--|
| L <u>1</u> ? d D-Reading <sup>gs</sup>      | L 1 ? d <u>D</u> -Spanish <sup>N</sup>           |
| L <u>1</u> ? d D-Arithmetic <sup>gs</sup>   | L 1 ? d D-General Science                        |
| L 1 ? <u>d</u> D-Spelling <sup>gs</sup>     | L 1 ? d D-Biology                                |
| L <u>1</u> ? d D-Writing <sup>gs</sup>      | L <u>1</u> ? d D-Physics <sup>N</sup>            |
| L 1 ? <u>d</u> D-Language <sup>gs</sup>     | <u>1</u> 1 ? d D-Chemistry <sup>N</sup>          |
| L 1 ? <u>d</u> D-Grammar <sup>gs</sup>      | L 1 ? d D-Zoology                                |
| <u>1</u> 1 ? d D-U. S. History <sup>N</sup> | L 1 ? d D-Botany                                 |
| <u>1</u> 1 ? d D-Geography <sup>gs</sup>    | L 1 ? d D-Bookkeeping                            |
| L <u>1</u> ? d D-Hygiene <sup>gs</sup>      | L 1 ? d D-Shorthand                              |
| L <u>1</u> ? d D-Civics <sup>N</sup>        | L <u>1</u> ? d D-Typing <sup>N</sup>             |
| L 1 ? d D-Vocal Music                       | L <u>1</u> ? d D-Mechanical Drawing <sup>N</sup> |
| L 1 ? d D-Inst. Music                       | L 1 ? d <u>D</u> -Free. Drawing <sup>N</sup>     |
| L <u>1</u> ? d D-Algebra <sup>N</sup>       | L 1 ? d D-Woodworking                            |
| L <u>1</u> ? d D-Geometry <sup>N</sup>      | L 1 ? d D-Sewing                                 |
| L <u>1</u> ? d D-Composition <sup>N</sup>   | L 1 ? d D-Cooking                                |
| L <u>1</u> ? d D-Literature <sup>N</sup>    | <u>1</u> 1 ? d D-Physical Training <sup>N</sup>  |
| L 1 ? d D-Journalism                        | L 1 ? d D-Folk Dancing                           |
| L 1 ? d D-Latin                             | L 1 ? d D-Nature Study                           |
| L 1 ? d D-German                            | L 1 ? d D-Modeling                               |
| L 1 ? d D-French                            | L 1 ? d D-Painting                               |
|   | L 1 ? d D-_____                                  |

Hours spent daily in home study: (encircle)

in upper elementary grades 1 1 1½ 2 2½ 3

in high school ½ 1 1½ 2 2½ 3 3½ 4

High school activities in which you participate: **Dramatic society**

School or student offices held, letters and distinctions won:

in high school

in elementary grades **Block "E" for Track**

Have you studied vocal or instrumental music, art, dancing, public speaking, or other similar subjects outside of school? If so, give subjects and extent of study. **No**

List kind and number of each kind of musical instrument in your home. **Piano, Radio.**

SCHOOL INTERESTSAt what age did you begin to read? 6Begin to work with numbers? 6Before entering school, could you read? No Workwith numbers? No Write name and a few short words? NoAt what age did you enter public or private school? 6In what grade did you enter public or private school? 1st

Indicate grades taken in public or private schools, with approximate number of pupils in entire school:

	Pub.:	Pri.:	No. Pupils		Pub.:	Pri.:	No. Pupils
1st	<u>X</u>	:	<u>200</u>	7th	<u>X</u>	:	<u>400</u>
2nd	<u>X</u>	:	<u>200</u>	8th	<u>X</u>	:	<u>400</u>
3rd	<u>X</u>	:	<u>200</u>	9th	<u>X</u>	:	<u>1900</u>
4th	<u>X</u>	:	<u>300</u>	10th	<u>X</u>	:	<u>2200</u>
5th	<u>X</u>	:	<u>300</u>	11th	<u>X</u>	:	<u>2400</u>
6th	<u>X</u>	:	<u>350</u>	12th	<u>X</u>	:	<u>2500</u>

How many years did you attend a one-room rural school? NoneAre you regular in attendance at school? Yes if not, to what extent irregular and why?Interest of parents, or guardian, in school attendance and good work. (underline) very much interested  
fairly interested  
indifferentAre you tardy in getting to school?  
(underline) regularly  
occasionally  
not at allHave you disliked to go to school at any time? No If so, when and to what extent?Have you disliked your teachers at any time? No If so, at what age or grade and to what extent?Were you ever punished severely in school? 1st grade If so, describe briefly the punishments and frequencies. **Handedness**

What kind of grade-marks (superior, good, fair, poor) did you receive in elementary school? If necessary segregate as to subjects.



## Reading Interests

352

Size of Home Library,  
(Check size)

Below 10 books \_\_\_\_\_  
From 10 to 25 \_\_\_\_\_  
From 25 to 50 \_\_\_\_\_  
From 50 to 100 \_\_\_\_\_  
From 100 to 500 ☒ \_\_\_\_\_  
Above 500 \_\_\_\_\_

### TYPES OF READING YOU LIKE

(For directions on how to indicate "Interests" see key on  
page \_\_\_\_\_.)

- L ① ? d D-Fairy tales, folk tales, Classic Myths *gs*
- ① 1 ? d D-Nature and animal stories *N*
- ① 1 ? d D-History, biography, and travel *N*
- L ① ? d D-Science *N*
- L ① ? d D-Stories of adventure and mystery (Underscore  
whether book or magazine)
- L 1 ② d D-Stories of home and school life
- L ① ? d D-Sensational fiction, wildwest, and detective  
stories (book or magazine) *N*
- L 1 ② d D-Poetry and drama
- ① 1 ? d D-Children Encyclopædias *gs*
- L 1 ② d D-Informational fiction, including the classics  
(Such as Shakespeare)
- L 1 ? ④ D-Emotional fiction (popular novel and love story)
- ① 1 ? d D-Current magazine articles (listing in margin,  
magazines you read) Boys Life, American Boy,  
Sat. Even. Post, National Geographic, Harper's
- ① 1 ? d D-Youth's Companion and similar papers
- L 1 ② d D-Sunday school papers
- L 1 ② d D-Daily newspapers

List your five favorite books in order of preference:

1. Roughing It--Mark Twain
2. Twenty-thousand Leagues Under the Sea--Jules Verne
3. Captain Courageous--Kipling
4. Seven Years Before the Mast
5. Tale of Two Cities--Dickens

### INTERESTS AND ATTITUDES

Encircle the letter indicating your response or attitude of each of the following IDEAS. Work rapidly, indicating your first reaction. (For further directions see page \_\_\_\_\_)

- L ☒ ? d D-Save large part of money earned
- L 1 ☒ d D-Be popular
- L 1 ☒ d D-Be criticized
- L ☒ ? d D-Take physical exercise
- L 1 ☒ d D-Make use of prayer
- L ☒ ? d D-Take part in community work and activities
- L 1 ☒ d D-Rely upon memory
- L 1 ☒ d D-Do mental work (study)
- L 1 ☒ d D-Be a success in society
- L 1 ☒ d D- Be supervised
- L 1 ☒ d D-Keep appointments to the minute
- L 1 ☒ d D-Be among upper 10% of classmates
- L 1 ? ☒ d D-Play with small children
- L ☒ ? d D-Play with others about your own age
- L 1 ☒ d D-Plan daily work
- L 1 ? ☒ d D-Strictly carry out daily plan
- L 1 ☒ d D-Do religious work
- L 1 ☒ d D-Purposely make many friends
- L ☒ ? d D-Do physical work
- L 1 ☒ d D-Conform to style in personal dress
- L 1 ? ☒ d D-Work under strict requirements
- L ☒ ? d D-Be imaginative<sup>N</sup>
- L ☒ ? d D-Feel your own importance<sup>N</sup>
- L 1 ☒ d D-Be loyal to school program<sup>N</sup>
- L 1 ? ☒ d D-Rely upon being directed
- L 1 ? d ☒ D-Be restricted in recreations and amusements<sup>N</sup>

What vocations have you seriously contemplated entering?

At what age?

1. **Engineer. Always.**
- 2.
- 3.
- 4.
- 5.

If you feel definitely decided now what you intend to be, at what age did you make your decision? **16**

Whow the influence of others in helping you make the decision of your life work: (Encircle one of the figures. Number one indicates the greatest influence; number three, average influence; number five, least influence)

Parents	1	2	3	4	5
Grandparents	1	2	3	4	5
Others in household	1	2	3	4	5
Teachers	1	2	3	4	5
Older friends	1	2	3	4	5
School friends	1	2	3	4	5
Anyone else	1	2	3	4	5

What responsibilities did you have home, while attending grade school? **Yard work**

While attending high school? **Yard work and fuel for fires.**

Have you traveled for study or pleasure in your own state, in other states, or in foreign countries? If so, give extent of travel and locations. **Oregon, and much in California**

Do you belong to a fraternity or similar social organization? **De Molay, Boy Scouts.**

#### JOBS HELD

Experience holding jobs; list places chronologically in which you have worked.

What you did.	Age	When	Location
1. <u>Picked Grapes</u>	<u>10</u>	<u>Vacation '23</u>	
2. <u>Paper Route</u>	<u>12 - 15</u>	<u>'25 - '28</u>	
3. <u>Skagg's Grocery</u>	<u>15</u>	<u>Summer</u>	
4. <u>Surveyor's Office</u>	<u>15 -</u>	<u>'28 - '31</u>	<u>For father</u>

Have any of your ancestors, parents, older brothers or sisters, or other relatives, been engaged in any of the above work? If so, what? **Surveyor - Father**

What is your estimate of different vocations? Select and designate in order your four preferences. Select and mark four (1, 2, 3, 4), adding others, if needed:

Cafe waitress	Secretarial work
Saleslady in a store	Nursing
Stenographic work	<b>4</b> Welfare or social work
<b>3</b> Clerical work	Librarian
Teaching	Insurance
Banker	Fireman
Doctor	Broker
Dentist	Minister
<b>2</b> Engineer	Aviator
<b>1</b> Surveyor	

HOME REPORT FORM

For use of parent, or near relative, in furnishing information regarding Subject VIII (Earl Evans) as a child, and up to the present time.

Each dotted line across the page is a scale of five equal steps in a designated personal habit, trait, or characteristic.

.....1.....2.....3.....4.....5.....?

The highest marking of the trait is No. 1 on the scale, and the lowest marking is No. 5, as the trait is found in people as a whole, with the average at No. 3. No. 2 and No. 4 indicate steps between the average and the extremes.

On the following pages, please, indicate with a check mark the step on each scale that describes best this person, keeping in mind each trait (or characteristic) as found in people as a whole. Additional remarks, or information, about a trait may be written in the space below each line or scale.

Put a check mark before a number to indicate the person's present attitude or trait. If, however, his attitude or trait when he was a child was that of great dislike, put a check before the question mark as well as before one of the numbers.

Three illustrations of how to do the marking.

1. Attitude toward history.

.....X..1.....2.....3.....4.....5.....?

Strong Liking

AV.

Dislikes

(The mark is '1' with no 'X' at the end of the line which means that he is now, and always has been, very fond of history.)

2. Playing dominoes.

.....1.....2.....X..3.....4.....5.....X..?

Strong Liking

AV.

Dislikes

(The mark is '3' with an 'X' at the end of the line which means that he is indifferent to playing dominoes now, but earlier in life his interests had been that of great dislike.)

3. Going to Sunday (or church) school.

.....1.....X..2.....3.....4.....5.....?

Strong Liking

AV.

Dislikes

(The mark is '2' with no 'X' which means that he now likes, and always has liked Sunday School.)

To be used by parents Subject VIII (Earl Evans)  
in furnishing information about his traits.

Directions: Read the entire line, or scale, first.  
Then think of the trait as found in people as extending  
from one extreme to the other extreme. Rate the child  
as he fits into the scale.

(For further directions see key on page \_\_\_\_\_)

1. Weight  
.....1.....2.....☒3.....4.....5.....?  
Overweight for age AV. Underweight for age
2. Health  
.....☒1.....2.....3.....4.....5.....?  
Very healthy AV. Sickly
3. Physical Activity  
.....1.....2.....☒3.....4.....5.....?  
Very athletic AV. Non-athletic
4. Posture  
.....1.....2.....☒3.....5.....5.....?  
Erect, very straight AV. Stopped
5. Hearing  
.....1.....2.....☒3.....4.....5.....?  
Very acute in hearing AV. Hard of hearing
6. Eyesight  
.....1.....2.....☒3.....4.....5.....?  
Very keen vision AV. Indistinct vision
7. Regularity of eating  
.....1.....2.....3.....☒4.....5.....?  
Eats much between meals AV. Never eats between meals
8. Rate of eating  
.....1.....☒2.....3.....4.....5.....?  
Eats very rapidly AV. Eats very slowly
9. Use of milk  
.....☒1.....2.....3.....4.....5.....?  
Strong Liking AV. Dislikes
10. Use of tea and coffee  
.....1.....2.....3.....4.....☒5.....?  
Uses one or both to AV. Uses neither  
excess
11. Use of meats  
.....1.....☒2.....3.....4.....5.....?  
Strong Liking AV. Dislikes

12. Use of fresh vegetables  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
13. Use of fresh fruits  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
14. Use of candy  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Eats no candy
15. Cooking meals  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
16. Washing dishes  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Dislikes
17. Doing general house work  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
18. Doing sewing and needlework, or manual training  
 .....1.....2.....3.....4.....✓5.....?  
 Strong Liking AV. Dislikes
19. Doing garden work  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
20. Attitude toward birds and flowers  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
21. Attitude toward animals  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
22. Playing indoor or outdoor games  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
23. Interest in machinery, autos, etc.  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Not interested
24. Listening to music  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Dislikes
25. Singing  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Does not sing

26. Playing musical instruments  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
27. Drawing  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Never draws
28. Reading books, magazines, etc.  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
29. Attitude toward studies  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
30. Manner of activity  
 .....1.....2.....3.....4.....5.....?  
 Loud and boisterous AV. Very quiet
31. Talkativeness  
 .....1.....2.....3.....4.....5.....?  
 Very talkative AV. Very reserved
32. Ability to express ideas, tell stories, etc.  
 .....1.....2.....3.....4.....5.....?  
 Most easily AV. With difficulty
33. Attitude toward personal comment  
 .....1.....2.....3.....4.....5.....?  
 Very sensitive AV. Not sensitive
34. Forwardness  
 .....1.....2.....3.....4.....5.....?  
 Very forward AV. Very bashful
35. Ability to assert self  
 .....1.....2.....3.....4.....5.....?  
 Never imposed upon AV. Would rather submit
36. Attitude toward playmates  
 .....1.....2.....3.....4.....5.....?  
 Quarrelsome AV. Seldom disagrees
37. Interest in other people  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Self centered
38. Attentiveness  
 .....1.....2.....3.....4.....5.....?  
 Strong Liking AV. Very inattentive



39. Obedience  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Dislikes
40. Honesty  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Dishonest
41. Truthfulness  
 .....1.....2.....✓3.....4.....5.....?  
 Strong Liking AV. Untruthful
42. Sense of justice  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. None
43. Selfishness  
 .....1.....2.....3.....✓4.....5.....?  
 Strong Liking AV. Generous
44. Self-confidence  
 .....1.....2.....✓3.....4.....5.....?  
 Strongly AV. Lacking
45. Physical self-control  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Weak
46. Use of will power  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
47. Ability to initiate things  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
48. Leadership with companions  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
49. Use of judgment or common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
50. Use of reasoning  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
51. Power of originality  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
52. Moral courage  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None

53. Religious feeling  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
54. Sense of Humor  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
55. Cheerfulness  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. Morose
56. Desire to be popular  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Shrinks
57. Desire for stylish clothes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None
58. Being on time  
 .....1.....2.....☒3.....4.....5.....?  
 Punctual AV. Late
59. Working under directions  
 .....1.....☒2.....3.....4.....5.....?  
 Cheerful AV. Rebellious
60. Methods of work  
 .....1.....2.....☒3.....4.....5.....?  
 Plans AV. No plan
61. Regularity of attendance at school  
 .....☒1.....2.....3.....4.....5.....?  
 Never misses AV. Absent
62. Loyalty to school  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. None
63. Attitude toward ideals and heroes  
 .....1.....2.....3.....☒4.....5.....?  
 Strong AV. None
64. Use of imagination  
 .....1.....☒2.....3.....4.....5.....?  
 Strong AV. None
65. Making purchases at stores  
 .....1.....☒2.....3.....4.....5.....?  
 Strong Liking AV. Dislikes
66. Attitude toward company of others  
 .....1.....2.....☒3.....4.....5.....?  
 Strong Liking AV. Dislikes

67. Emotional Attitudes  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
68. Sympathy and tenderness  
 .....1.....2.....3.....4.....5.....?  
 Strong AV. Lack
69. Conscientiousness  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Lack
70. Desire to know  
 .....1.....✓2.....3.....4.....5.....?  
 Strong Liking AV. Lack
71. Adjustability to school life and its requirements  
 .....✓1.....2.....3.....4.....5.....?  
 Perfect AV. None
72. Ability to express ideas  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Blunders
73. Common sense  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. Lacks
74. General intelligence  
 .....1.....✓2.....3.....4.....5.....?  
 High AV. Low
75. Personality  
 .....1.....✓2.....3.....4.....5.....?  
 Strong AV. Weak
76. Perseverance  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None
77. Desire to excel  
 .....1.....2.....3.....✓4.....5.....?  
 Strong AV. None
78. Freedom from egotism  
 .....✓1.....2.....3.....4.....5.....?  
 Strong AV. Vain
79. Attractiveness to persons of opposite sex  
 .....1.....2.....✓3.....4.....5.....?  
 Strong AV. None

80. Attractiveness to persons of same sex  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None

81. Generosity  
 .....1.....☒2.....3.....4.....5.....?  
 Great AV. Selfish

82. Emotional attitudes  
 .....1.....2.....☒3.....4.....5.....?  
 Strong AV. None

83. Check the emotional states to which he is especially  
 subject: Brief comments would be welcomed.)

Fear..... Anger..... **Displays a normal**  
 Joy, Laughter..... Love, Affection..... **amount of joy,**  
 Hate, Aversion..... Disgust, Scorn, Contempt..... **anger, love, and**  
 Worry, Moodiness.... Envy, Jealousy..... **affection.**

84. What conditions, or factors, in his home may have  
 influenced him to choose.....  
 as a profession?

85. What traits, or qualities, does he manifest as a pupil  
 that indicates he might succeed in a chosen vocation.  
 (Include qualities in dramatics, music, art, use of  
 imagination, self-control, honesty, moral courage,  
 sense of humor, cheerfulness, etc.)

86. Please give such additional information as you can  
 that will throw light upon his general condition as  
 a stammerer. What suggestions can you make to help  
 him overcome his hesitations in speech?

## Chapter IX

BIBLIOGRAPHY

## SOURCES

## Books

- Appelt, Alfred, Stammering and Its Permanent Cure. 3rd. ed., E. P. Dutton & Co., New York, 1913.
- Beers, Clifford, The Mind That Found Itself. 2nd. ed., Doubleday, Doran, Garden City, New York, 1923.
- Freud, Sigmund, The Interpretations of Dreams. 3rd. ed., The Macmillan Co., New York, 1913, Chap. I, IV, VI.
- Johnson, Wendell, Because I Stutter. D. Appleton Co., New York, 1930.
- Mead, Margaret, Coming of Age in Somoa. W. Morrow & Co., New York, 1929.
- Sayles, Mary B., Three Problem Children. Joint Committee on Methods of Preventing Delinquency, 1924.
- Sayles, Mary B., Case Work in Home Service. Joint Committee on Methods of Preventing Delinquency, 1928.
- Sayles, Mary B., Methods of Preventing Delinquency. Joint Committee on Methods of Preventing Delinquency, 1924.
- Sayles, Mary B., The Problem Child at Home. Joint Committee on Methods of Preventing Delinquency, 1927.
- Sayles, Mary B., The Problem Child in School. Joint Committee on Methods of Preventing Delinquency, 1924.
- Travis, Lee E., Speech Pathology. D. Appleton & Co., New York, 1931.
- Watson, John B., Behavior. Henry & Holt Co., New York, 1914.

## Periodicals

- Adler, Herman M., "Suggestions for Remedial Instruction in Reading." Institute for Juvenile Research, Department of Public Welfare, Illinois, 1929.
- Anderson, L. O., "Stuttering and Allied Disorders." Psychological Monograph I, 1923, 1-78.

- Ballard, P. E., "Sinistrality in Speech," Journal of Experimental Pedagogy. 1912, 293-310.
- Blanton, Smiley A., "Survey of Speech Defects," Journal Educational Psychology, 1916, VII, 580-592.
- Bradfield, Lloyd, "Comparative Irritability of Stutterers and Non-Stutterers," Committee of Research Report, 1926.
- Claiborne, J. H., "Stuttering Relieved by Reversal of Manual Dexterity." New York Medical Journal, CV, 1917, 577-581, 619, 621.
- Fagon, Leo B., "The Relation of Dextrality Training to the Outset of Stuttering." A Report of Cases, XVII, Feb. 1931, 72-76.
- Fletcher, J. M., "The Mental Imagery of Stutterers," Journal of Abnormal Psychology. 1917, 34-45.
- Fossler, Harold Ray, "Disturbances in Breathing During Stuttering." Psychological Monographs, #30, XL, Nov. 1930, 1-32.
- Hauken, G. H., "A Study of 1000 Cases of Stammering with Special Reference to the Etiology and Treatment of the Affection." Therapeutic Gazetteer. 1914, 385-390.
- Miller, W. J., "Motor Control and Ability in Interpretation." Quarterly Journal Speech Education, XII, 1926, 334-337.
- Monroe, Marion, "Methods for Diagnosis and Treatment of Cases of Reading Disability." Genetic Psychology Monographs. IV., #4, Oct., 1928.
- Nice, M. A., "A Child Who Would Not Talk," Ped. Sem., XXXII, 1925, 105-142.
- Orton, S. T., and Travis, L. E., "Studies of Action Currents in Stutterers." Arch. Neurol. & Psychiat. XXI, #21, 1929.
- Quarterly Journal of Speech Education
- |      |      |   |
|------|------|---|
| June | 1927 | Prentiss, H., "Speech Problems at Hunter's College." XVI, 472-5.  |
| June | 1927 | Stinchfield, Sara M., "Some Relations Between Speech Defects, Musical Ability, Scholastic Attainment, and Maladjustment." XIII, 268-75. |
| Apr. | 1929 | Travis, Lee, E., "An Experimental Approach to the Nature of Stuttering." XV, 237-49.  |

- O'Shea, Michael V., The Child: His Nature and Needs. Children's Foundation, Indiana, 1924.
- Overstreet, Henry A., About Ourselves. W. W. Norton & Co., New York, 1925.
- Overstreet, Henry A., Influencing Human Behavior. W. W. Norton & Co., New York, 1927.
- Pressey, S. L., Mental Abnormality and Deficiency. The Macmillan Co., New York, 1926.
- Richardson, F. H., Nervous Child and His Parents. Pittman's Sons, New York, 1926.
- Richmond, Mary, Social Diagnosis. Russell Sage Foundation, New York, 1917.
- Richmond, Winifred, The Adolescent Girl. The Macmillan Co., New York, 1928.
- Riggs, Austin Fox, Just Nerves. Houghton Mifflin Co., New York, 1922.
- Robbins, Samuel D., Stammering and Its Permanent Cure. H. Beck & Co., Printers, 1928.
- Robinson, James Harvey, The Mind in the Making. Harper's, New York, 1921.
- Sayles, Mary B., The Problem Child in School. Commonwealth Fund of Publication, n.p., 1927.
- Scripture, E. W., Stuttering and Lipping. The Macmillan Co., New York, 1923.
- Terman, Lewis M., and Almack, John C., The Hygiene of the School Child. Houghton Mifflin Co., New York, 1914.
- Thom, Douglas, Everyday Problems of the Everyday Child. D. Appleton Co., New York, 1927.
- Vander Hoop, J. H., Character and the Unconscious. Harcourt, New York, 1923.
- Van Waters, Miriam, Parents on Probation. New Republic, New York, 1927.
- Van Waters, Miriam, Youth in Conflict. New Republic, New York, 1925.
- Ward, Ida, Defects of Speech. E. P. Dutton & Co., New York, 1923.

- June 1930 Twitmyer, Edwin B., "Stammering in Relation to Hemo-Respiratory Factors." XVI, 278-83.
- June 1929 West, Robert, and Musbaum, Edward, "A Motor Test for Stuttering." XV, 467-79.
- Robbins, S. D., "A New Objective Test for Verbal Imagery Type. With a note on the Verbal Imagery of Stammerers and Normal Speakers." Psychol. Rev. XXVII, 1920, 38-49.
- Seashore, C. E., "Phonophotography in the Measurement of the Expression of Emotion in Music and Speech," Scientific Monthly, XXIV, 1927, 463-471.
- Swift, W. B., "A Psychological Analysis of Stuttering." Journal of Abnormal Psychology, 1915, 225-235.
- Travis, Lee E., "The Influence of the Group Upon the Stutterer's Speed in Free Association." Journal of Abnormal and Social Psychology, XXIII, 1928, 45-51.
- Travis, Lee E., "Phono-photographic Study of the Stutterer's Voice and Speech." Psychological Monograph, 1926.
- Travis, Lee E., "Recent Research in Speech Pathology." Psychological Bulletin, May, 1926, XXVI, #5, 275-302.
- Travis, Lee E., "Recurrence of Stuttering Following Shift from Normal to Mirror Writing." Arch. Neurology and Psychiatry, 1929, 386,391.

#### Pamphlets

- Report American Society for the Study of Disorders of Speech, A Symposium on Stammering, Chicago, Dec. 1930
- A Symposium on Present Day Parenthood, "Concerning Parents," New Republic Publishing Co., 1925, N. Y., 3 copies.
- Gifford, Mable, F., Speech Defects and Disorders. Harr Wagner Co., San Francisco, n.d.
- Gifford, Mabel, F., Teacher's Manual for Use in Corrective Speech Classes, 1930, n.p.

#### SECONDARY AUTHORITIES

##### Books

- Adler, Alfred, Understanding Human Nature. Greenberg, Inc., New York, 1927.



- Alexander, James, Thought Control in Everyday Life. 5th. ed., Funk & Wagnalls Co., New York, 1928.
- Baldwin, B. T., Psychology of the Preschool Child. D. Appleton Co., New York, 1924.
- Barrows, Sarah, An Introduction to the Phonetics Alphabet. Ginn & Co., New York, 1930.
- Barrows, Sarah, and Cordts, Anna, Teachers Book of Phonetics. E. P. Dutton & Co., 3rd. Ed., 1913.
- Baudouin, Chas., Suggestion and Autosuggestion. Dodd, Mead, & Co., New York, 1924.
- Birmingham, Anna I., and George F. Krapp, First Lessons in Speech Improvement. Charles Scribner & Son, New York, 1922.
- Blanchard, Phyllis M., The Adolescent Girl. Dodd, Mead, & Co., New York, 1924.
- Blanchard, Phyllis, The Family Situation and Personality. n.p., 1929.
- Blanchard, Phyllis, and Paynter, R. H., Changing the Child's Behavior. n.p., 1929.
- Blanton, Smiley, and Margaret, Child Guidance. Century Co. New York, 1927.
- Blanton, Smiley, and Margaret, Speech Training for Children. Century Co., New York, 1919.
- Blatz and Bott, Parents and the Pre-School Child. W. Morrow & Co., New York, 1919.
- Bluemel, C. S., Stammering and Cognate Defects of Speech. 2 Vol. I, 187., E. E. Stechert & Co., New York, 1913.
- Bogue, B. N., Stammering, Its Causes and Cure. Indianapolis, 5th. ed., 1922.
- Borden, Richard C., and Lusse, Alvin C., Speech Correction. F. S. Crafts & Co., New York, 1925.
- Bronner, Augusta, The Psychology of Special Abilities and Disabilities. Little, Brown, & Co., Boston, 1917.
- Burnham, Wm., The Normal Mind. D. Appleton & Co., New York, 1924.

- Burt, Cyril, The Young Delinquent. D. Appleton & Co., New York, 1925.
- Cameron, Edward H., Psychology and the School. The Century Co., New York, 1921.
- Cameron, H., The Nervous Child. Oxford, New York, 1929.
- Cannon, Walter B., Bodily Changes in Pain, Hunger, Fear, and Rage. D. Appleton & Co., New York, 1923.
- Chadwick, Mary, Difficulties in Child Development. G. Allen & Unwin, Ltd., London, 1929.
- Chapman, J., Crosby, and Counts, George S., Principles of Education. Houghton Mifflin Co., New York, 1924.
- Conklin, Edmund, Principles of Abnormal Psychology. Henry, Holt & Co., New York, 1927.
- Conradi, E., Speech Defects and Intellectual Progress. n.p., 1912.
- Davis, Maurice R., Social Aspects of Mental Hygiene. Yale University Press, 1925.
- Eichler, Lillian, The Customs of Mankind. Nelson, Doubleday, New York, 1924.
- Fisher, V. E., Introduction to Abnormal Psychology. The Macmillan Co., New York, 1930.
- Fletcher, John, The Problem of Stuttering. Longmans Green & Co., n.p., 1923.
- Gesell, Arnold, Mental Growth of the Preschool Child. The Macmillan Co., New York, 1925.
- Groves, Ernest R., Social Problem of the Family. Century Co., New York, 1927.
- Groves, Ernest R., Social Problem and Education. Longmans Green, New York, 1925.
- Groves, Ernest R., Personality and Social Adjustment. Longmans Green & Co., New York, 1926.
- Groves, Ernest R., Wholesome Childhood. Copyright 1924, Houghton Mifflin Co., New York.
- Healy, Wm., Mental Conflict and Misconduct. Boston, Little, Brown, 1917.
- Healy, Wm., Reconstruction Behavior in Youth. Alfred A. Knopf, New York, 1929.

- Healy, Wm., The Individual Delinquent. Boston, Little, Brown, 1915.
- Hollingworth, Harry L., The Psychology of Functional Neuroses. D. Appleton & Co., New York, 1920.
- Hollingworth, Leta, Gifted Children, Their Nature and Nurture.
- Hollingworth, Leta, Psychology of the Adolescent. The Macmillan Co., New York, 1929.
- Inskeep, Annie D., Child Adjustment. The Macmillan Co., 363-407, New York, 1926.
- Jackson, Josephine, Outwitting Our Nerves. Century Co., New York, 1922.
- Jordan, A. M., Educational Psychology. Henry Holt & Co., New York, 1928.
- Keller, Helen, The Story of My Life. Boston, Houghton, Mifflin Co., n.p., 1903.
- Kerr, James, The Fundamentals of School Health. XX, XXI, XXXIII., The Macmillan Co., New York, 1927.
- King, Irving, The High School Age. Indianapolis, Bobbs, Merrill., n.p., 1914.
- Koffka, Kurt, The Growth of the Mind. Harcourt, Bruce, & Co., New York, 1927, 336-356.
- Mateer, Florence, Just Normal Children. D. Appleton Co., New York, 1929.
- Mateer, Florence, The Unstable Child. D. Appleton Co., New York, 1924.
- Membridge, Eleanor, Other People's Daughters. Houghton, Mifflin Co., New York, 1926.
- Miller, H. Crichton, The New Psychology and the Teacher. Thomas Seltzer, New York, 1924.
- Morgan, J. J. B., The Psychology of Abnormal People. The Macmillan Co., New York, 1928.
- Morgan, J. J. B., The Psychology of the Unadjusted School Child. The Macmillan Co., New York, 1924.
- Moxcey, Mary E., The Psychology of Middle Adolescence. Abbington Press, n.p., 1925.

Wickes, Frances, Inner World of Childhood. D. Appleton & Co., New York, 1927.

Woodward, Robert S., Psychology: A Study of Mental Life. Henry Holt & Co., New York, 1921.

Zachry, Caroline, B., Personality Adjustment in School Children. Charles Scribner & Son, New York, 1928.

#### Periodicals

##### Hygeia

- Dec. 1929 Glassburg, John A., "Why Stutter?" VII, 228-30.
- Jan. 1926 Solomon, Meyer, "How to Treat Stuttering or Stammering." IV, 39-41.
- Oct. 1928 Wolfe, Walter B., "Stuttering, A State of Mind." VI, 560-2.

##### The Journal of Expression

- Sept. 1930 Fladeland, Sina V., "Some Psychological Effects of Blindness as Indicated by Speech Disorders." IV, #3.
- Dec. 1930 Rothe, Karl C., "The Importance of Theory for Therapeutic Measures in Speech Correction Work." IV, #5.

##### Journal of National Education Association

- Nov. 1929 Andress, J. Mace, "The Development of Wholesome Attitudes." XVIII, 305.
- Nov. 1929 Andress, J. Mace, "The Mental Health of the Teacher." XVIII, 271-2.
- Feb. 1929 LaRue, Daniel W., "Mental Health and Environment." 105-6.
- Apr. 1929 LaRue, Daniel W., "Mental Health and Social Adjustment." XVIII, 119.

##### Mental Hygiene

- 1926 Emery, E. V., "The Child Factor in the Teacher--Pupil Relationship." X, 285-293.

- 1929 Blanton, Smiley, "Speech Disorders." XIII, 740-753.
- 1923 Haviland, C. Floyd, "Mental Hygiene Needs Arising Subsequent to School Life." VI, 688-699.
- Jan. 1931 Herwitz, Rosetta, "Another Aspect of Mental Hygiene in the Classroom." XV, #1, 17-33.
- Jan. 1931 Hollingworth, Leta S., "The Child of Very Superior Intelligence as a Special Problem in Social Adjustment." XV, #1, 3-16.
- 1927 Kinder, Elaine, F., "Social Adjustment of Retarded Children." XI, 811-833.
- 1927 Lima, Margaret, "Speech Defects in Children." XI, 795-803.
- 1929 Wile, Ira S., "Mental Hygiene in the Public Schools." XIII, 70-80.

#### National Committee for Mental Hygiene

- 1911 Barker, Lewellys F., "Principles of Mental Hygiene applied to the Management of Children Predisposed to Nervousness."
- 1921 Burnham, Wm. H., "Success and Failure as Conditions of Mental Health." #57.
- Dec. 1926 Davies, S. P., "Hygiene in the Public Schools."
- 1928 Dexter, Elizabeth H., "Treatment of the Child Through the School Environment."
- 1923 Tredway, Walter T., "The Place of Mental Hygiene in the Schools."
- 1920 Williams, Frankwood E., "Anxiety and Fear." #76.

#### Parents Magazine

- Jan. 1931 Blanton, Smiley, "Your Child's Speech." VI, #1, 18, 46, 48.

- Feb. 1931 Blanton, Smiley, "Why Children Stutter." VI., #2, 26,27,61,65.
- Feb. 1931 Bowman, Karl M., "The Overtired Parent." VI, #2, 22,23,78,79.
- Feb. 1931 Cline, E. C., "As the Adolescent Sees It." VI, #2, 14,15,67,69.
- Jan. 1931 Pearson, Gerald H. H., "What the Pre-school Child Needs." VI, #1, 12.
- Jan. 1931 Sprackling, Helen, "What is a Whole-Family House?" VI, #1, 25,28.
- Feb. 1931 Sprackling, Helen, "Furnishing the Whole-Family House." VI, #2, 21,57,59.

Quarterly Journal of Speech Education

- Feb. 1928 Bryngelson, Bryng, "Personality Changes." 207-218.
- Feb. 1926 Farnea, William J., "Speech Disorders." 156-166.
- Apr. 1931 Kenyon, Elmer, "The Treatment of Stammering." XVII, 226-235.
- Apr. 1930 Mandell, Sibyl, "The Psychology of Stuttering." XVI, 200-207.
- Apr. 1928 Morse, Wayne L., "The Mental Hygiene Approach in a Beginning Speech Course." 543-53.
- June 1927 Paget, Edwin H., "Suggestion." XIII, 275-78.
- June 1927 Prentiss, H., "Speech Problems at Hunter's College." XVI, 472-5.
- June 1926 Scripture, Mary K., "Pathology of Re-education of Speech Disorders." XII, 148-160.

Blanton, Smiley, "Speech Disorders," National Education Association, XIII, 1924, 740-747.

Blanton, Smiley, "Speech Disorders as a Psychiatric Problem." Oralism and Auralism. VOL., n.d. *(Further available)*

Blanton, Smiley, "The Medical Significance of the Disorders of Speech." Journal American Medical Association. LXXVII, 1921, 375.

- Conradi, E., "Speech Defects and Intellectual Progress."  
J. E. Psyc., 1912, III, 35,38.
- Fletcher, J. M., "The Mental Imagery of Stutterers."  
Journal Abnormal Psychology, XII, 1917, 34-43.
- Lowrey, L. G., "Environmental Factors in the Behavior of  
Children." American Journal Psychiatry. VIII, 649-67.
- McDowell, E. D., "Educational and Emotional Adjustments  
of Stuttering Children." Quarterly Journal Speech  
Education, XV, 1929, 467-479.
- Scripture, Mary K., "Pathology and Reeducation of Speech  
Disorders." Quarterly Journal of Speech Education, 1926,  
XII, 175.
- Swift, W. B., "The Mental Imagery of Stutterers." Journal  
Abnormal Psychology, April, May, 1917.
- Smith, L. A., "A Speech Defect Resulting from Ether Shock."  
Ped. Sem. XXVIII, 1921, 308-312.
- Thom, Burnham, Wm., "Mental Hygiene of Normal Childhood."  
Lectures, Buffalo, New York, January and February, 1927.

#### Pamphlets

- Williams, Frankwood E., Social Aspects of Mental Hygiene,  
Yale University Press, 1925.